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ABSTRACT

This document was written by and for educators concerned about the classroom disruptions that steal instructional hours and endanger the safety of students. It also should be useful to community groups and parents who help children to develop productive skills in dealing with their own emotions and dealing with others in constructive ways. The document begins with a Rationale section to help readers more fully understand the extent of the problem of violence in the schools; the definitions and importance of conflict and conflict resolution; the focuses of several approaches to resolving conflict; and the need to act now to implement conflict resolution curriculum in schools. The Findings section of the report describes common characteristics of conflict resolution programs (content, teacher training, and parent involvement) being used in schools across the state of Tennessee and reported in recent literature. It also provides case studies as specific examples of successful elementary, middle, and high school conflict resolution programs. The section ends with an annotated list of resources that describes programs and curriculum guides, books and other print materials for children and adults, videotapes, organizations, and contact information for training on conflict resolution and mediation. Finally, a bibliography concludes the guide for teaching peace through conflict resolution. (Contains 71 references.) (NB)

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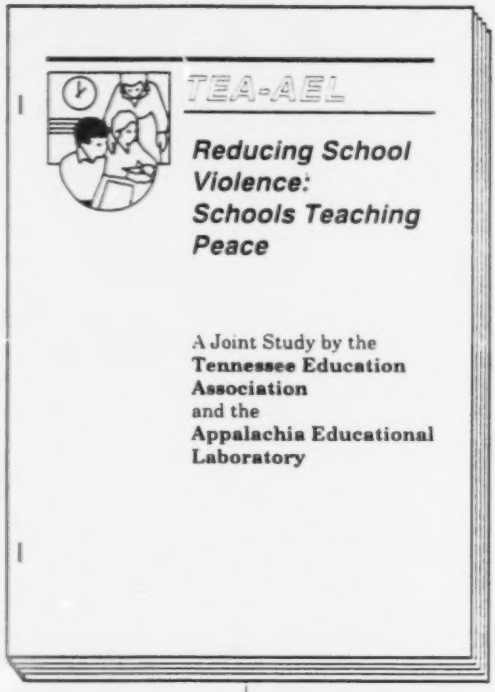
Announcing

Reducing School Violence: Schools Teaching Peace

A Joint Study by the
Tennessee Education Association
and the
Appalachia Educational Laboratory

"Our world is awash in violence. And no one is suffering more than our children" (Molnar, 1992, p. 4). Acts of violence and antisocial behavior disrupt the normal functioning of the school, and the fear of violence can prevent students and teachers from concentrating on meaningful learning and teaching. Research indicates that each school day, more than 160,000 students skip classes because of fear of physical harm (Kadel & Follman, 1993). Countless dollars that should be used for instructional materials, staff development, and other educational necessities are spent to secure the safety of staff and students (Dodge, 1992).



Children can be taught to examine the sources and the outcomes of conflict and promote the ideals of cooperation and mutual respect in school. They can learn skills and responses that are appropriate in varied circumstances to resolve conflict.

Teaching a conflict resolution curriculum and training students for peer mediation are two methods being used by schools and discussed in *Reducing School Violence: Schools Teaching Peace.*

In a study group cosponsored by the Tennessee Education Association (TEA) and the Appalachia Educational Laboratory (AEL), seven Tennessee educators focused on conflict resolution as they examined the literature, searched out existing programs, and developed a resource guide for reducing classroom disruption and resolving conflict. **The final product, *Reducing School Violence: Schools Teaching Peace*, assists educators in finding materials and methods to help students learn conflict resolution.**

Reducing School Violence: Schools Teaching Peace was written by and for educators concerned about the classroom disruptions that steal instructional hours and endanger the safety of students. It can also be useful to community groups and parents who help children to develop productive skills in dealing with their own emotions and in interacting with others in constructive ways.

A **Rationale** discussing the extent of violence in schools and the need to act now begins the guide. The **Findings** section describes **common characteristics** and includes **contact information** for conflict resolution programs used in schools. It also provides five **case studies** as specific examples of successful programs in elementary, middle, and high schools. **More than 90 programs, curriculum guides, print materials, and videotapes for children and adults are described in the annotated list of resources. Thirty-nine conflict resolution and mediation organizations and training providers are listed with contact information and service descriptions.** A **Bibliography** concludes the guide for teaching peace through conflict resolution.

To obtain a copy of *Reducing School Violence: Schools Teaching Peace*, (48 pages, typeset), contact: Appalachia Educational Laboratory, Distribution Center, P.O. Box 1348, Charleston, WV 25325. Payment of $5.00 must accompany the order. TEA members may obtain a copy from Gloria Dailey, Coordinator, Instruction and Professional Development, Tennessee Education Association, 801 Second Avenue North, Nashville, Tennessee 37201-1099; 800/342-8367.

Reducing School Violence: Schools Teaching Peace

A Joint Study by the

TEA

Tennessee Education Association
801 Second Avenue, North
Nashville, Tennessee 37201

and

AEL
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325

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Washington, D. C.

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TABLE OF CONTENTS

Section	Page
Acknowledgments	v
Executive Summary	vii
Introduction	1
Planning the Study	1
Conducting the Study	1
Document Organization and Purpose	2
Rationale	3
The Problem of Violence in Society	3
The Problem of Violence in Schools	3
Preventing Violence in the Classroom	5
Understanding Conflict	5
Classroom Solutions	6
Training Students in Conflict Mediation	6
Teaching a Conflict Resolution Curriculum	7
Understanding Conflict and the Origins of Violence: The Need to Act Now	7
Conclusions	9
Findings of the Study	11
Demographics of Survey Respondents	11
Program Descriptions	11
Common Characteristics of Conflict Resolution Programs: Content, Teacher Training, Student Training, and Parent Involvement	12
Conflict Resolution Program Case Studies	16
Elementary School	
Middle/Junior High School	
High School	
Resources	23
Programs and Curriculum Guides	23
Books and Other Print Materials: Adult and Children	26
Videotapes	31
Organizations	33
Training	34
Bibliography	37
Appendices	41
A: Conflict Resolution in Schools Program Description Form: A TEA-AEL Study Group Project	43
B: TEA-AEL Conflict Resolution Programs Study: Telephone Interview Guide	47

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Thelma Barker
Jackson-Madison County Schools

Mike Bundy
Oak Ridge Schools

Nancy Duggin
Murfreesboro City Schools

Lola Sledge
Memphis City Schools

Andrew Turner
Sumner County Schools

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Soleil Gregg
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Marsha Pritt
Karen Simon

Executive Summary

"School violence is the tangible expression of unresolved conflict" (Stephens, 1993, p. 2). Acts of violence and antisocial behavior disrupt the normal functioning of the school, and the fear of violence can prevent students and teachers from concentrating on meaningful learning and teaching. Each school day, 160,000 students skip classes because of fear of physical harm (Kadel & Follman, 1993). "Every day there are 1,000 assaults on teachers and 100,000 thefts reported in schools. Countless dollars are spent to secure the safety of staff and students" (Dodge, 1992, p. 9). Funds that should be used for instructional materials, staff development, and other educational necessities may be spent instead on security measures.

"From reading, writing, and arithmetic to rage, risk, and retaliation, teachers today face many new challenges" in U.S. classrooms, where they must often rely on official authority to keep the peace (Stephens, 1993, p. 2). To teach children today, teachers need personal qualities and skills to command a level of respect and control once taken for granted when society held teachers in high esteem.

Within pluralistic school settings, the sheer multitude of human interactions produces varying degrees of conflict that must be managed in a manner that allows teaching and learning to occur. Even in the best of circumstances, in classrooms and schools devoid of violent behavior, interpersonal conflicts must be dealt with daily by school staff, students, and parents. Three types of conflict usually exist in a classroom, resulting in many different reactions: conflict over resources, conflicts related to basic human needs, and conflicts of values—the most difficult to resolve. Awareness of the possibilities and potential for conflict can assist in prevention of unintended incidents.

In a competitive social environment, young people need to learn teamwork and mutual responsibility. It is important for children to develop the interpersonal skills of conflict resolution as well as principles of character and trust, which serve as the "glue" of society. They can be taught to examine the sources and the outcomes of conflict and promote the ideals of cooperation and mutual respect in school and in the community.

Through collaboration and training, young people can be assisted to understand the causes of conflict in their own lives and to avoid unnecessary conflict. They can learn skills and responses that are appropriate in varied circumstances to resolve conflict (Little, 1993a). New knowledge in the behavioral sciences has increased understanding of anger, conflict, and communication. These advances offer teachers alternative methods for discipline and classroom management. Two methods that schools are now implementing are teaching a conflict resolution curriculum and training students in conflict mediation.

"Nonviolent resolution of conflict involves acting on problems and challenges without emotionally or physically damaging others" (Judson, 1977, p. 1). "Because violence in response to conflict is learned, not instinctive, we can help children unlearn it" (Little, 1993b, p. 5). Conflict resolution programs that provide practice and models of tolerance on a day-to-day basis can provide the means to prevent and settle conflict peacefully. Schools and their governing authorities share the responsibility to provide safe schools for children and communities. Conflict resolution programs offer one avenue to safer schools. Staff competencies in mediation and conflict resolution techniques are increasingly important for classroom teachers who have the first

opportunity to work with young people in control / conflict situations.

The Tennessee Education Association (TEA) and Appalachia Educational Laboratory (AEL) Study Group on Conflict Resolution was formed to examine the issue of conflict resolution, search out existing programs, and develop a resource guide to assist teachers in finding materials and methods to reduce classroom disruption and resolve conflict. Study group members brought experience and expertise from all levels of public education to the project. They included three classroom teachers, two guidance counselors, and one principal.

Reducing School Violence: Schools Teaching Peace was written by and for educators concerned about the classroom disruptions that steal instructional hours and endanger the safety of students. It also should be useful to community groups and parents who help children to develop productive skills in dealing with their own emotions and dealing with others in constructive ways. *Reducing School Violence: Schools Teaching Peace* begins with a **Rationale** to help readers more fully understand: (a) the extent of the problem, (b) the definitions and importance of conflict and conflict resolution, (c) the focuses of several approaches to resolving conflict, and (d) the need to act now to implement conflict resolution curriculum in schools.

The Findings section of the report describes **common characteristics** of conflict resolution programs (content, teacher training, and parent involvement) being used in schools across the state of Tennessee and reported in recent literature. It also provides **case studies** as specific examples of successful elementary, middle, and high school conflict resolution programs. The section ends with an **annotated list of resources** that describes programs and curriculum guides, books and other print materials for children and adults, videotapes, organizations, and contact information for training on conflict resolution and mediation. Finally, a **Bibliography** concludes the guide for teaching peace through conflict resolution.

INTRODUCTION

The Tennessee Education Association (TEA) and the Appalachia Educational Laboratory (AEL) have cosponsored seven study groups of educators since 1986. Each group has investigated a critical issue in education, reviewed related literature, conducted action research, and developed a product of use to practitioners. TEA and AEL collaborate to facilitate and support the work of study group members, and both organizations print and disseminate their products.

Planning the Study

In March 1992, Al Mance, assistance executive secretary of TEA, Gloria Dailey, instruction and professional development coordinator of TEA, and Jane Hange, director of AEL's Classroom Instruction program, met to discuss concerns facing Tennessee teachers in the classrooms of the '90s. Their purpose was to identify an issue of prime importance to practitioners that would become the focus of an action research group of Tennessee educators, the seventh TEA-AEL study group. With increasing media coverage of guns and violence in schools, the three initially agreed that conflict resolution, especially in culturally diverse schools, should serve as the target for the group's work. Organizers of the study group intended that the final product assist teachers in finding materials and methods to reduce classroom disruptions and to resolve conflicts.

Conducting the Study

TEA staff assisted in the nomination of study group members and began a search for existing programs of conflict resolution in Tennessee schools through an identification form included in the April 1992 issue of *TEA News*, received by the more than 41,000 members of the association. At their initial meeting, study group members outlined the development of a resource guide to conflict resolution programs in the state and to instructional materials and training sources to aid teachers and counselors. With AEL assistance, study group members began a review of recent literature relating to multicultural tensions and conflict resolution.

Study group members developed a "Conflict Resolution in Schools Program Description Form" (see Appendix A) for dissemination at the TEA Leadership School in July 1992. With TEA staff assistance, several responses were collected, but few identified existing conflict resolution programs. Brainstorming additional methods of identifying programs, study group members agreed to disseminate the form at upcoming statewide conferences of school counselors and elementary principals. TEA staff arranged for the announcement of the study group's search to be included in the October 1992 issue of TEA's *Tennessee Teacher*, which focused on conflict resolution. Through these methods and direct distribution by study group members to selected schools, 35 Program Description Forms were completed and returned. Of these, many addressed multicultural education, but only seven Tennessee programs were identified that centered upon strategies for conflict resolution.

To learn more about each of the identified conflict resolution programs, study group members developed the "TEA-AEL Conflict Resolution Programs Study Telephone Interview Guide" (see Appendix B) and phoned the contact person(s)

named on the Program Description Forms. Through TEA and AEL assistance, study group members received all Program Description Form and Telephone Interview Guide data, which served as the topic of discussion in an October 1992 meeting. Additional telephone interviews were conducted prior to the January and April 1993 meetings.

The data collection phase of the group's work closed with analysis of all Program Description Form and Telephone Interview Guide data and outlining of the final product at the April 1993 study group meeting. Study group members and the TEA staff representative then individually, or in pairs, assumed responsibility for data summary and development of the Findings and Resources sections of the document. AEL staff developed the Introduction, Rationale (with study group member assistance), and Bibliography sections, and edited all sections.

In draft form, *Reducing School Violence: Schools Teaching Peace* was edited by study group members, the TEA staff representative to the group, and Carol Mitchell, Office of Educational Research and Improvement (OERI), U. S. Department of Education, Washington, D.C. Steve Martin, Director of the Center for Conflict Resolution, University of Tennessee, Knoxville, Tennessee, provided expert content review and feedback. Final changes were incorporated, the document was typeset, and camera-ready masters were produced by AEL staff. Both AEL's distribution center and TEA print and disseminate *Reducing School Violence: Schools Teaching Peace* upon request.

Document Organization and Purpose

Reducing School Violence: Schools Teaching Peace was written by and for classroom teachers and school administrators who are concerned about the disruptions that steal instructional hours and endanger the safety of students. It may also be useful to other educators, community groups, and parents who help children to develop productive skills in dealing with their own emotions and dealing with others in constructive ways. While many of the conflict resolution techniques require instruction and practice, and cannot be acquired by reading, *Reducing School Violence: Schools Teaching Peace* can link concerned adults with assistance. It can serve as a guide to resources on conflict resolution and provide schools and district personnel with information for planning professional development sessions.

The authors suggest that readers initially read the **Rationale** to more fully understand the extent of the problem and the approaches to resolving conflict. The **Findings** section provides an analysis of the common characteristics among conflict resolution programs across the state, reported in recent literature. It also includes **Case Studies** of elementary, middle, and high schools that are designing and implementing conflict resolution programs. A review of the **Resources** section will provide descriptions of people, organizations, and print sources with contact information for each. Finally, a comprehensive **Bibliography** concludes this guide to teaching peace through conflict resolution.

RATIONALE

The Problem of Violence in Society

> Over one in four American households is victimized by violent crime or theft every year. One-half of all Americans report they are afraid to walk down streets in their own neighborhood at night, and a quarter fear for their lives in their very own homes. The second leading cause of death (after accidental injury) among young American males is homicide (Dodge, 1992, p. 9).

"Our world is awash in violence. And no one is suffering more than our children" (Molnar, 1992, p. 4). Today's children grow up in a more dangerous world than those of a generation ago. Sociologists warn of "a lost generation" of children growing up in "fearful and dehumanizing circumstances" in a society that "mocks adult pieties and nurtures nihilism" (Molnar, 1992, p. 5). The U.S. homicide rate is between eight and twenty times higher than that of other developed countries (Kadel & Follman, 1993). America imprisons 10 times more people per capita than Western European nations and Japan, yet barely influences the rising tide of violence in society. Most alarming is the meteoric rise (53 percent from 1968 to 1988) in all violent crime—murder, rape, robbery, and assault—committed by youths, male and female, seventeen years old and younger (Lickona, 1993). The living conditions of some children and the daily results of violence in some neighborhoods are woven into the fabric of their lives. Describing the plight of children living in the midst of violence, Marian Wright Edelman, president of the Children's Defense Fund states, "Our children are growing up today in an ethically polluted nation....Nowhere is the paralysis of public and private conscience more evident than in the neglect...of millions of our shrinking pool of children" (O'Neil, 1991, p. 4).

Many societal ills can be linked to youth violence. The accessibility and glamorization of weapons, the cycle of poverty and disadvantage, hate crimes, gangs, the availability and use of illegal drugs, violence in the media, and sexual misconduct and battery surround all children in the United States to some degree. Whether or not their own neighborhoods are considered safe, children are not immune to violence (Kadel & Follman, 1993). A typical elementary child spends 38 hours per week in front of a television and by age sixteen, will have witnessed almost 200,000 acts of violence (Lickona, 1993). Our society promotes and glorifies violence as fun, successful, and the way of the hero; children learn to choose violence as their primary strategy to deal with anger and conflict. "When that anger crosses racial and cultural lines, it can quickly escalate into a (schoolwide) crisis" (Meek, 1992, p. 48).

The Problem of Violence in Schools

> America's schools may never have been citadels of civility. But 50 years ago, the main disciplinary problems were running in halls and talking out of turn. Today's transgressions resemble those on a big-city police blotter: drug abuse, robbery, and assault (Reading, Writing, and Murder, 1993, p. 44).

Predictably, the violent climate in schools today reflects that of American society as the scarcity of basic resources and resulting interpersonal conflicts pit neighbor against neighbor. Because U.S. society

is becoming more violent every day, "violence is bound to make its way into schools, even when precautions are taken" (Kadel & Follman, 1993, p. 51). Recognizing that violence in schools is merely a reflection of violence in society, however, gives little comfort to teachers, administrators, and parents.

As the 1993 school year ended, *People* magazine conducted an investigation to determine the extent of the problem, to find out how many people died violently in schools during the past year. As the June 14 issue went to press, the toll was 31 (Reading, Writing, and Murder, 1993). During one incident, only minutes after gunning down his English teacher and the school custodian, a high school student asked the class he held hostage, "Do you guys like me now?" (Reading, Writing, and Murder, 1993, p. 46).

"School violence is the tangible expression of unresolved conflict" (Stephens, 1993, p. 2). Acts of violence disrupt the normal functioning of the school, and the fear of violence can prevent students and teachers from concentrating on meaningful learning and teaching. "Every day there are 1,000 assaults on teachers and 100,000 thefts reported in schools" (Dodge, 1992, p. 9). Each school day, 160,000 students skip classes because of fear of physical harm, and 6,250 teachers are physically assaulted (Kadel & Follman, 1993).

"From reading, writing, and arithmetic to rage, risk, and retaliation, teachers today face many new challenges" in U.S. classrooms where they must often rely on official authority to keep the peace (Stephens, 1993, p. 2). "Countless dollars are spent to secure the safety of staff and students" (Dodge, 1992, p. 9). Funds that should be used for instructional materials, staff development, and other educational necessities may be spent instead on security measures. During the 1992-93 academic year, three thousand safety officers walked beats in the hallways of New York City schools. Teacher labor negotiations in Rochester, New York emphasized safety over salary. Dade County, Florida schools budgeted $14 million for security in 278 schools (Reading, Writing, and Murder, 1993).

Consider the following data on school violence:

- A survey of 535 elementary school children in Chicago's South Side reveals that 26 percent had witnessed a shooting, and 29 percent a stabbing (O'Neil, 1991).
- According to the Children's Defense Fund's 1991 report, nearly 135,000 students carry a gun to school, and during 1987, 415,000 violent crimes occurred in and around schools (cited in O'Neil, 1991).
- A 1990 survey by the federal Centers for Disease Control (CDC) states that one in 20 teens carries a gun to school each school day (cited in Harrington-Lueker, 1992a).
- Only halfway through the 1991-92 school year, the New York City public schools recorded 56 shootings and the teachers' union threatened a walkout in the wake of one fatal incident (Harrington-Lueker, 1992a).

Edward Muir, director of school safety for the United Federation of Teachers (UFT) of New York, claims, "In some [New York City] schools, we're just terribly vulnerable. Certain neighborhoods have a Dodge City culture in which every male...is seriously thinking about which handgun he ought to buy" (cited in Harrington-Lueker, 1992a).

- A 1991 U.S. Department of Health and Human Services (HHS) report indicates that the number of teenagers between 15 and 19 killed by firearms increased 43 percent between 1984 and 1988. More male teenagers died of gunfire in 1988 than of all diseases combined (cited in Harrington-Lueker, 1992a).
- Texas A & M University researcher Paul Kingery reports that rural students are twice as likely to carry handguns to class than the national average (cited in Harrington-Lueker, 1992).

Newsweek (It's Not Just New York..., 1992) cites the following statistics from the National Crime Survey:

- almost 3,000,000 crimes occur on or near school campuses every year;

- one-fourth of major urban school districts now use metal detectors; and
- one in 12 public high school students in an Illinois study reported being the victim of a physical attack in school or on the way to or from school.

For many children, the last haven of safety has been the school. Many schools deserve positive recognition for creating environments that are safer than their surroundings. Unfortunately, this is becoming harder to accomplish as drug gangs and lenient gun control laws are putting more guns on the street than ever before. "Many children who aren't otherwise criminals are reaching for their 'equalizers'" (Nordland, 1992, p. 22).

Few school administrators favor the drastic security measures required to keep weapons out of schools. Schools are supposed to represent a democratic society with a mission to educate, not to police children. "The school setting is almost impossible to police without tyrannical dictatorship," says Mark Karlin, president of the Illinois Council against Handgun Violence (It's Not Just New York..., 1992, p. 25).

> Schools find that it is very difficult to provide a setting that is open, non-oppressive, and conducive to learning, and at the same time provide sufficient security to prevent severe campus violence. They are finding themselves in the impossible position of having to be free of violence when the rest of society is not, and achieving this end without resorting to repressive measures (Kadel & Follman, 1993, p. 59).

Preventing Violence in the Classroom

Within pluralistic school settings, the sheer multitude of human interaction produces varying degrees of conflict that must be managed in a manner that allows teaching and learning to thrive. To teach children today, teachers need personal qualities and skills to command a level of respect and control once taken for granted when society held teachers in high esteem. Even in the best of circumstances, in classrooms and schools devoid of violent behavior, many instances of interpersonal conflict must be dealt with daily by school staff, students, and parents.

Through collaboration and training, teachers can help students break the cycle of violence. Young people can be assisted to understand the causes of conflict in their own lives and to avoid unnecessary conflict. They can learn skills and responses that are appropriate in varied circumstances to resolve conflict (Little, 1993a). Morton Deutsch, in Prutzman, Stern, Burger, & Bodenhamer's *The Friendly Classroom for a Small Planet*, (1988), states that many students fail to develop attitudes and skills to productively handle daily conflicts. What knowledge they do gain often comes from exposure to contexts which emphasize destructive processes (television, movies, videos). Teaching students to manage conflict constructively in a systematic manner can provide them with resistance to emotional disorders, suicide, violence, and other antisocial behaviors.

Understanding conflict. New knowledge in the behavioral sciences has increased our understanding of anger, conflict, and communication. These advances offer teachers alternative methods for discipline and classroom management.

Classroom conflict is either functional or dysfunctional. Functional conflict can serve several useful purposes: (1) preventing stagnation; (2) stimulating creative problem-solving; (3) engendering personal, organizational, and societal change; and (4) contributing to self-assessment and skill testing (Kreidler, 1984). Without conflict, there would be no growth, learning, or change. Dysfunctional conflict, on the other hand, may lead to the necessity of teachers being more authoritarian, to some students feeling victorious and others defeated, or to violence. What makes conflict positive or negative is **how we react to it** (Kreidler, 1984). Reactions can be shaped by environmental circumstances, basic human needs, and values or beliefs.

Three types of conflict, leading to different reactions, usually exist in a classroom: conflict over resources (short supply); conflict related to basic human needs (power, friendship, affiliation, self-esteem, and achievement); and conflicts of values (beliefs and goals)—the most difficult to resolve

(Kreidler, 1984). Awareness of the possibilities and potential for conflict can assist in prevention of unintended incidents.

Conflict can be resolved violently or nonviolently. "Nonviolent resolution of conflict involves acting on problems and challenges without emotionally or physically damaging others " (Judson, 1977, p. 1). Five elements contribute to an atmosphere of trust in which people can resolve conflict nonviolently: (1) affirmation (appreciating a person's good qualities); (2) sharing of feelings, information, and experience (breaking down the sense of isolation); (3) supportive community (group "we can do it" attitude—everyone is part of the solution); (4) problem-solving (building confidence and skills to stay with a problem until it is solved); and (5) enjoying life (appreciating beauty and celebrating joyfully to stimulate creativity) (Judson, 1977, pp. 1-2). The management of a peaceable classroom promotes a warm, caring environment that exhibits five essential qualities: (1) cooperation, (2) communication, (3) tolerance, (4) positive emotional expression, and (5) conflict resolution skills for responding creatively to interpersonal conflict (Kreidler, 1984, p. 3).

Efforts to deal with and curb violence and conflict in schools have reached national levels. School staff are faced with finding new ways to intervene when confronted with managing conduct disorders. The urgency to preserve peace and lives is almost palpable, but the problem is not short-term, nor will it be solved through short-term solutions. "Because violence in response to conflict is learned, not instinctive, we can help children unlearn it" (Little, 1993b, p. 5). Conflict resolution programs that provide practice and models of tolerance on a day-to-day basis can provide the means to prevent and settle conflict peacefully.

Classroom Solutions

Teachers need new ways to address the pressing problem of student conflict. Two methods that schools are now implementing are **training students in conflict mediation** and **teaching a conflict resolution curriculum**.

Training students in conflict mediation. Some schools have developed programs in which a mediator encourages constructive communication between students who have a conflict. The efforts of the mediator are designed to reach a settlement that is mutually acceptable to the disputants. Active listening promotes empathy, while other mediation techniques employ fairness and democracy.

Teachers who use direct, authoritative methods for resolving classroom conflicts among students find that it takes a considerable amount of their time and energy. Student arguments and disputes are seldom resolved with teacher intervention. Often one disputant feels unfairly treated by a teacher decision. This can cause the seeds of discontent to grow into retaliation that keeps the cycle of conflict escalating. Teachers who have trained students to use a mediator find that it reduces teacher involvement and time.

One approach to conflict mediation is that of training students to mediate disputes. Peer mediation promotes a win-win situation for all students involved. In our society, we are taught that if one person (or side) wins, then another person (or side) must lose. All too often, an embittered loser will seek to gain revenge in order to "save face." School personnel then find themselves dealing with more fighting, bullying, vandalizing, and retaliation. In peer mediation, student disputants, empowered to arrive at consensus, gain satisfaction from the decisionmaking process. The win-win characteristic of their decision promotes the development and exhibition of cooperative and supportive attitudes.

People (Reading, Writing, and Murder, 1993) cites James P. Comer on the basic needs of school children.

> Children need to be treated well, to be respected, to feel they belong, and if they don't, they feel angry, alienated, and will often lash out (p. 54).

Comer's School Development Program operates in schools where children are socially underdeveloped and unprepared. Its effectiveness derives from the involvement of family in the development of a comprehensive plan of social and academic goals for each student. A serious attempt is made to create a culture of fair play, problem solving, col-

laboration, and consensus making which permeates the school, creating a safe environment where learning can flourish. The ultimate goal is to have schools that teach, homes that support, and children who achieve (Reading, Writing, and Murder, 1993).

Lane and McWhirter (1992) report several benefits of peer mediation for students and schools. Researchers found that students who were trained in peer mediation exhibited more cooperative behavior and listened to others more. The use of peer mediation has reduced the number of discipline events in some schools (Lane & McWhirter, 1992).

Teaching a conflict resolution curriculum. Now, when violence seems almost routine in schools, conflict resolution programs provide alternatives to violence. The Klanwatch project of the Southern Poverty Law Center reports that most hate crimes are committed by youths under the age of 25, and many of them take place in schools. A four-fold increase occurred during the first five months of 1992 over 1991 (Meek, 1992).

Success has been achieved by some teachers and schools in teaching students to settle conflict themselves. When students are taught alternatives to violence, the overall climate of the classroom and the school is improved, enabling teachers to teach more effectively and students to learn more readily. The International Center for Cooperation and Conflict Resolution reports that students trained in conflict resolution have improved self-concept and a greater sense of safety in school (ERIC, 1991).

After receiving conflict resolution training, students seem to handle conflicts more quickly. Teachers in a Brooklyn, New York high school where conflict management training was provided to students report significantly fewer incidents of physical violence, name-calling, and use of put-downs (instigating) among their students (Goleman, 1992).

San Francisco's Community Board Center for Policy and Training views conflict management as an important skill for meaningful youth participation in the job market and a democratic society (ERIC, 1991). Conflict resolution programs in New York City encompass global issues such as prejudice, discrimination, sexism, and racism.

When conflict and violence rear their heads in schools, educators usually seek immediate relief by addressing symptoms of violence with authoritarian rule, law enforcement, metal detectors, weapons checks, and, through legal intervention, incarceration. Conflict may be temporarily checked by such measures, but they are no substitute for a long-term social strategy to address the causes of social violence and build a more peaceful world for children. Teachers can begin by examining classroom behavior-management methods and curriculum content and by determining how well practices promote peaceful interrelations, affirm peace, and provide positive role models for children. Conflict resolution and peer mediation training can provide the means for children to create a more peaceful world for themselves and others.

Understanding Conflict and the Origins of Violence: The Need to Act Now

"Unless we are content to limit our role to bandaging the wounded..., we will have to become much more effective advocates for our students and their families" (Molnar, 1992, p. 5). By beginning early, with the youngest in our schools, we may have a chance to divert the tide of intolerance and rage. Conflict resolution and peer mediation training can teach young children the art of positive social interaction before they become hopelessly mired in antisocial habits. Schools have the information to identify potentially violent children by the time they enter first grade. Two risk indicators in young children are: (1) living in economically disadvantaged and violent neighborhoods, and (2) exhibiting chronic behavior problems and establishing a pattern of antisocial behavior upon entering school (Dodge, 1992).

Gerald Patterson and colleagues at the Oregon Social Learning Center spent three decades studying male youths who had been arrested during adolescence. Their indicators for predicting violent behavior concur with those of Dodge. Furthermore, Patterson's group observed that during the elementary intermediate grades, antisocial students tend to assemble peer groups (which have the potential to evolve into gangs) with values that support

delinquent behavior. These groups have a 70 percent chance of a first felony arrest within the next two years in school (Walker & Sylwester, 1991).

Another risk factor affecting school children's behavior is the hidden disability, Attention Deficit Disorder (ADD). "ADD is a neurobiological, developmental disability frequently characterized by developmentally inappropriate degrees of inattention, or overactivity, and impulsivity" (Fowler, 1992, p. 4). Often, due to conduct disorders and conflict with others, unidentified, untreated ADD children are removed from the regular classroom and placed in behavior disorder classrooms. Mary Fowler, in *Children With Attention Deficit Disorders* (CH.A.D.D., 1992), cites statistics from a study by Barkley et al. (1990) about educational outcomes for children with ADD. Thirty percent had been retained in a grade at least once, 46 percent had been suspended from school, 11 percent had been expelled from school, and 10 percent had dropped out of school.

Early classroom interventions can help children with ADD adjust to the school environment and engage in positive interactions with others. Teachers of children with ADD can assist behavior management by channeling activity into acceptable avenues, incorporating more activity, novelty, and shorter time intervals into their methods and materials, facilitating organization, and building self-esteem through recognition of the child's strengths and efforts (Fowler, 1992).

Implementing a schoolwide prevention program for high-risk children requires an understanding of how chronic violence develops. Dodge (1992) identifies four factors characterizing children who become chronically violent.

Schools can use these factors to determine if children are at-risk of violent behavior:

- A disrupted early family life plays a major role in antisocial development and an acquisition of a hostile view about the interpersonal world.
- Difficulty in peer relations at school increases the probability of adolescent violence. (The use of violence in the home to solve conflict and the absence of a warm relationship often precede difficulty with classmates.)
- Academic failure in early school years in combination with poor peer and family relations can lead to violent behavior.
- Social-cognitive skill deficiencies and maladaptive thinking provide mechanisms for violent acts. The mindset of violent children includes a deep wariness and distrust of others. They are quick to attribute hostile intentions to others and continually search for signs of mistreatment from peers and adults (pp. 10-11).

"A far greater amount of school crime and violence is racially related than anyone wants to admit" asserts Ronald Stephens, executive director of the National School Safety Center (cited in Meek, 1992, p. 48). "At a time of rising racial and ethnic tensions, conflict resolution training can give students the skills to explore peacefully the differences between them" (Meek, 1992, p. 46). Bias awareness can be a part of conflict resolution training. Students need to practice social skills on a daily basis with people in their environment.

In conflict resolution training, children learn that they can become part of the solution instead of the problem by practicing conflict resolution skills such as listening and articulating the feelings of another. They learn to see a situation from different perspectives and understand feelings they may not share. Users report that skills learned during conflict resolution training can become life-long habits for peace. Students who learn conflict resolution appear to have better decisionmaking skills and more confidence in their ability to solve problems. Even better, the effects may carry over into family and peer relationships. In schools where students mediate their own disputes, success stories are common (Meek, 1992).

"We get a lot of comments from parents who say, 'Gee, I don't know what you taught my kid, but we're able to talk about things we never could before,'" reports Jan Bellard of the Dispute Settlement Center in Orange County, North Carolina (Meek, 1992, p. 51).

The principal of P. S. 230 in Brooklyn, New York says, "We have kids who come back and say 'I used

to fight on my block, but now when I see a fight, I try to mediate'" (Meek, 1992, p. 51).

One student mediator from a Charlotte, North Carolina school feels that training in conflict resolution has helped change the way she reacts to others. "When I'm in an argument with a friend, or my parents, it helps me to see how they're feeling, instead of just yelling. It makes me stop and think" (Meek, 1992, p. 52).

Some examples of the power of conflict resolution instruction include the following:

- After implementation and use of a peer mediation program, one middle school in Dayton, Ohio, saw the number of suspensions fall from 166 in the fall term to 63 one year later (Stephens, 1993).
- The detention rate in a suburban Columbus, Ohio, high school fell from 200 per month to 100 per month after the introduction of a peer mediation program (Stephens, 1993).

As more schools make the decision to implement conflict resolution curriculums and peer mediation training, more success stories will surface. The time is right to begin teaching peaceful coexistence skills to all children for a safer future.

Conclusions

Training and practice in conflict resolution can give students the skills to explore peacefully the differences among them. Tolerance and empathy can be taught and, at a time when incidents of violence and hate are at an all-time high, the need has never been greater. Schools and their governing authorities share the responsibility to provide safe schools for children. Conflict resolution programs offer avenues to safer schools.

Few people or organizations are unaffected by the expansion of violence in today's society. Of concern to educators is the movement of that violence into schools—urban, suburban, and rural. School staff have traditionally not been trained to handle incidents that require law enforcement skills. Therefore, staff competencies in mediation and conflict resolution techniques appear to be increasingly important for classroom teachers who work with young people in control/conflict situations. Local school districts can expedite the provision of staff development programs to develop those competencies.

In a competitive social environment, young people need to learn teamwork and mutual responsibility. Therefore, it is important for children to develop the personal skills of conflict resolution as well as other common principles of character and trust which serve as the "glue" of society. Students need to practice cooperative learning strategies related to peer mediation, conflict resolution, citizenship, problem-solving and decisionmaking, as well as strategies for the development of personal responsibility. Young people can be taught to examine the sources and outcomes of conflict and promote the ideals of cooperation and mutual respect in their schools and in their communities. There is no time to waste.

19A

FINDINGS OF THE STUDY

Tennessee teachers recognize the need for implementation of conflict resolution programs and peer mediation training, yet little has been done to create comprehensive school programs. Few school districts have mandated conflict resolution as an integral part of their curriculum, nor has the state made such a recommendation. However, in the 1993 Tennessee Education Association's Representative Assembly, members passed a 1993-94 resolution that established a Special Task Force to study school violence, evaluate successful programs, and examine and/or conduct appropriate research. In Tennessee and other states, an additional positive development is that local districts may use federal Drug Free Schools funds to acquire training and staff development in conflict resolution for their teachers and administrators.

A low response level limited the findings of this study, with 35 responses received to the survey of Tennessee teachers' use of conflict resolution programs in schools ("Conflict Resolution in Schools Program Description Form: A TEA-AEL Study Group Project"). The response rate may be a reflection of the current level of program implementation, yet the level of concern, need, and desire for conflict resolution curriculum appear to be high. Findings of the study group are described in the following subsections: **(1) demographic data of survey respondents, (2) program descriptions, (3) common characteristics of conflict resolution programs, (4) conflict resolution program case studies**, and **(5) resources**.

Demographic data of survey respondents

The study group's survey gathered information about respondents' school enrollment, number of faculty members, and racial/ethnic composition of student and teacher populations. Enrollment at respondents' schools ranged from 253 to 880, with a mean enrollment of 478. The number of faculty members ranged from 14 to 37, with a mean of 27. Mean percentages of racial/ethnic composition for respondent schools' student enrollment revealed the following:

African-American	28.3 percent
Asian/Pacific Islander	3.3 percent
Hispanic	1.8 percent
White/Caucasian	69.2 percent
Other	0 percent

For teaching staff, the following racial/ethnic composition percentage means were computed:

African-American	8.0 percent
Asian/Pacific Islander	0 percent
Hispanic	0 percent
White/Caucasian	92.0 percent

Program descriptions

Respondents described grade and age ranges of the target population, number of students involved

in programs, goals and objectives, activities, commercial or project-developed curriculum or supplemental materials, staff development, and program evaluation.

Grade levels of the target populations varied by school. Grade level configurations included, K-5, K-8, 1-8, 4-5, 5, and 6-8. Age of participants ranged from five to thirteen, and the number of participants ranged from 25 to 78, depending on the number of grade levels involved and the school enrollment. A few programs were implemented schoolwide; several were counselor-initiated and operated, while others were taught by individual teachers.

The "TEA-AEL Conflict Resolution Programs Study Telephone Interview Guide," used by study group members with respondents to follow up on survey information, provided more detailed information on program implementation, classroom management practices, greatest accomplishments and other program results, methods of informing community and parents, and staff development.

Respondents reported useful practices such as positive reinforcement; parental contact and involvement; conflict resolution "steps" that assist children to control arguing and fighting (active listening and identifying and addressing the problem, not the person, etc.); the expression and acceptance of feelings; peer mediation; Quest Friendship Fest and culminating activities for teacher appreciation; structured discipline; "peer pals" approach to solving daily tensions between students; the removal of disputants from their audiences; self-esteem building; and the development of decisionmaking, problem-solving, and communication skills. Teachers felt that mediation training was valuable for them in more effectively clarifying issues with parents and the community. Classroom and school discipline were reported to have improved with the use of conflict resolution curriculums and peer mediation training.

Parents were informed about conflict resolution programs through parent meetings, school newsletters, teacher memoranda, and central office staff communications. Teachers also asked parents to participate in goal setting or reinforcement of procedures at home. Some parents requested to use conflict resolution techniques at home. At one school, teachers provided the classroom rule signs (Ask questions. Set parameters. Reach agreement) for parent use. Not all schools implementing conflict resolution programs involved parents. Those that encouraged and structured parent involvement may have been more successful in maintaining effective programs.

Staff development varied from school to school. A strong training and practice component enabled teachers to implement conflict resolution programs effectively. Practitioners reported that it was important for teachers to have time to plan together and brainstorm action plans for implementation in their own classrooms and then practice techniques (such as "I" messages and setting parameters) before using them in the classroom. One school reported that implementation of conflict resolution was not difficult, and that the most important requirements were access to William Kreidler's *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*, some initial training, and time to practice the listening, questioning, and management techniques.

Survey and interview responses indicate that the results of conflict resolution programs in Tennessee schools have been positive. Teachers report that program techniques are useful and produce positive results in children's behavior. In one school, children trained in conflict resolution reminded each other to use the skills of mediation **before** problems began. At another school, the conflict managers (mediators) had worked themselves out of a job as incidents of conflict declined. They then began work on developing cooperation among students and staff.

The majority of survey respondents reported the use of selected activities, primarily from commercial products: their choices were often dictated by time and funding constraints. The programs and materials mentioned most often included: Peace Works; Peace Corps; Quest International, Fuss Busters; and William Kreidler's book, *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*.

Common characteristics of conflict resolution programs. Interview data analysis identified four common characteristics, or program components: (1) content, (2) student training, (3) teacher training,

and (4) parent involvement. **Content** included curriculum for **communication, negotiation, and/or mediation skills**. **Student training** referred to providing instruction and practice for **mediation** through **role-playing, brainstorming, modeling, and/or workbook reinforcement**. **Teacher training** was described as **required** (prerequisite to obtaining program materials), **optional** (materials available without training), or **none provided**. The **parent involvement** component consisted of available **materials** and/or **training**.

For comparison, **Table 1 on page 14** provides a checklist of the common characteristics of thirteen programs currently being used in schools, as reported by survey respondents. Categories of information reported include: (1) grade level for intended use; (2) applicable aspects of the four common characteristics of programs (content, student training, teacher training, and parent involvement); and (3) identification of those programs that are commercially available. A discussion of two of the programs described by respondents follows. Readers should also refer to othe Resources section for further descriptions of these and other programs. No endorsement of these or any program or resource described is stated or implied by the authors, TEA, or AEL.

1. Peace Works, the conflict resolution curriculum and training used by a majority of respondents, consists of five programs designed for various grade levels. In examining the **content** for each of the programs, it appears that communication skills, negotiation skills, and mediation skills are included. **Student training** includes mediation, role-playing, brainstorming, modeling, and workbook reinforcement. **Teacher training** is not a prerequisite and materials are available without training. **Parent involvement** materials are available, but there is no **parent training** provided. A description of each **Peace Works** program follows as illustration of typical conflict resolution program content.

- **Peacemaking Skills for Little Kids: Preschool-2**, includes a teacher's guide, children's activities, an annotated bibliography, a puppet, an audio cassette, and a classroom poster for "I-Care Rules." Teaching and learning activities help children develop and practice positive self-esteem; respect and sensitivity to the needs of others; and methods for handling conflict nonviolently through communication, negotiation, and mediation.
- **Creative Conflict Solving for Kids: Grades 3-4**, includes reproducible student worksheets, a teacher's guide, suggestions for creating a nurturing classroom environment, a classroom poster, and a student workbook. Mediation, decisionmaking, communication, listening, critical thinking, and problem-solving skills are taught and practiced through an interdisciplinary approach. Student activities include role-playing, discussions, and brainstorming sessions for learning to deal with conflict. Mock mediation sessions provide practice for mediation skills.
- **Creative Conflict Solving for Kids: Grades 5-9**, includes a student workbook, a teacher's guide, and a "Rules for Fighting Fair" poster. The interdisciplinary curriculum enables students to become actively involved in brainstorming, problem-solving, and decisionmaking as they learn the skills of active listening, communication, fighting fairly, critical thinking, and cooperation.
- **Mediation for Kids: Grades 4-9**, emphasizes the mediation of disputes with the help of a neutral third party. It contains lessons for active listening, paraphrasing, recognizing conflict clues, fighting fairly, and the mediation process, with eight cases that provide for practice of mediation skills. The step-by-step approach includes program goals and objectives, a rationale for mediation, the selection of students, appropriate times for mediation, the school coordinator's role, implementation models, and school commitment to conflict resolution.
- **Fighting Fair for Families**, an illustrated booklet offers numerous suggestions to help families improve communication and coping skills. A "Fighting Fair" poster is included.

Table 1

Common Characteristics of Conflict Resolution Programs

	Peace Works	Quest	I Can-Zig Ziglar	Squabble Squad	Roland-Story Elementary Program	You Can Choose (Video Series)	It's Not My Fault (Video)	NEA, Techniques for Resolving Conflict	HAP—High Achievers Program	Steps in Using Conflict Resolution	Transescent Student, Pilot	Teaching Students to be Peacemakers	RCCP—Resolving Conflict Creatively Program
Grade Level	K-9	K-12	K-12	5	K-4	3-6	3-6	K-12	9-12	6-8	6-8	K-5	5
Content													
Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiation Skills	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Mediation Skills	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Student Training													
Mediation	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Role Playing	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Brainstorming	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Modeling	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Workbooks	✓	✓	✓										
Teacher Training													
Required/Prequisite to getting materials		✓						✓					
Optional/Materials available without training	✓		✓		✓					✓	✓	✓	✓
None provided						✓	✓						
Parent Involvement													
Materials available	✓	✓	✓										
Training available		✓											
Commercial Program	✓	✓	✓			✓	✓	✓					✓

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2. Lions-Quest Skills for Growing and **Skills For Adolescence** are commercial programs from Quest International and funded in many school districts with federal Drug-Free-Schools money and local Lions Club support. *Lions-Quest* activities help students develop and improve communication skills, negotiate and maintain positive relationships, and enhance listening skills. Unit themes for all grade levels focus on five areas: building a school community, growing as a group, making positive decisions, growing up drug free, and celebrating you and me. There are several lessons for each unit, each focusing on active student participation. Ground rules are established in the first sessions and continued through the remainder of the lessons. Teachers receive the quarterly publication, Quest "Energizer." The "Energizer," a program supplement, provides additional activities to be used throughout the lessons.

- **Student training** consists of role-playing, brainstorming, modeling, and use of workbooks for reinforcement of lesson concepts. Mediation and active listening skills are modeled and practiced. A community project is developed by students with the theme "How or what can we do to make our community a better place in which to live?" Goal setting, planning, and implementation are part of the real-life experience.
- **Teacher training** is required to acquire materials. The cost of materials for a particular level includes the training, which is provided by the publishing company.

A four-session awareness training is part of the program to familiarize parents with classroom conflict resolution activities. **Activities for parents** are similar to student classroom activities with the goal of promoting communication and positive interaction between parent and child. This program views setting parameters as a vital part of the parent-child relationship, and both parties participate in generating rules of conduct and interaction.

Schools and teachers have selected activities and materials to meet the needs of their students and staff from a wide array of commercially available programs. However, individual schools are often unable to fund and maintain extensive training for program implementation. Program implementation and staff development can be strengthened with districtwide efforts to initiate and support conflict resolution programs. The following schools were using conflict resolution curriculums or mediation training at the time of this study, based on survey responses.

1. Greenwood Middle School (Montgomery County)
   Early Intervention Program and Lions-Quest Programs
   D. Hogan or Mary B. Steele, teachers
   430 Greenwood Avenue
   Clarksville, TN 37040
   615/648-5650
2. McBrien Elementary School (Hamilton County)
   Peace Corps Program
   Catherine Parrish, counselor
   1501 Tombras Avenue
   Chattanooga, TN 37412
   615/867-3462
3. Oakland Elementary School (Fayette County)
   High Achievers Program (HAP)
   Sarah Mayfield, teacher
   P.O. Box 388
   Oakland, TN 38060
   901/465-3804
4. Roland-Story Elementary School
   Conflict Resolution and Peer Mediation/Negotiation Program
   900 Hilcrest Drive
   Story City, Iowa 50248
   Jane Todey, counselor
   515/733-4386
5. T. W. Hunter Middle School (Sumner County)
   Conflict Resolution Program (Steps in Using Conflict Resolution)
   Janice Dennis, counselor
   3140 Long Hollow Pike
   Hendersonville, TN 37075
   615/822-4720

6. Thrasher Elementary School (Hamilton County)
   Peace Corps Program
   Norme Wilson, counselor
   1301 James Boulevard
   Signal Mountain, TN 37377
   615/886-3561

7. Tuckers Crossroads Elementary School (Wilson County)
   Conflict Resolution Program
   Caroline Beard, counselor
   Route 1
   Lebanon, TN 37087
   615/444-3956

8. Willow Brook Elementary School
   Peer Mediation Program (Squabble Squad)
   Roslyn Thonnard, teacher
   Robertsville Road
   Oak Ridge, TN 37830
   615/482-8544

9. Tyner High School
   Conflict Resolution
   Fred Wunderlich, principal
   6836 Tyner Road
   Chattanooga, TN 37421
   615/855-2635

Conflict Resolution Program Case Studies

Several school districts were contacted and interviewed by study group members in an effort to provide additional information to readers about the implementation of conflict resolution programs. The resulting case studies feature five schools (elementary, middle/junior high, and senior high) currently using conflict resolution programs.

Case Study
Willow Brook Elementary School
Oak Ridge, Tennessee
Squabble Squad Peer Mediation

Address: Willow Brook Elementary School, Robertsville Road, Oak Ridge, TN 37830; 615/482-8544

Contacts: Carolyn Stevens and Roslyn Thonnard

Target Audience: 78 fifth grade students, 10 and 11 years old

Staff: Three fifth grade classroom teachers

Program Initiation: Squabble Squad is a peer mediation program created by the fifth grade classroom teachers. Interest in this concept developed due to the loss of instructional time in the management of student conflicts. A classroom teacher attended an awareness session of the Courthouse Program from the Mediation Center in Asheville, North Carolina. Two Willow Brook teachers were recruited to attend a three-day summer training, also in Asheville. The teachers adapted the program for their elementary students (who chose the title) and implemented peer mediation in 1989.

Program Goals: Desired outcomes for this program are:

(1) students will understand the nature of conflict and conflict resolution styles;

(2) students will acquire peacemaking skills and abilities that affect and shape their behavior; and

(3) classrooms will develop a sense of community that fosters creative problem-solving and effective communication.

Obstacles/Solutions: In each year of implementation, the teachers considered eliminating the program because of the time requirement for student training. However, when compared to teacher time required to resolve student conflicts without mediators, training time was deemed a worthwhile investment.

Accomplishments: The teachers involved have found the program to be very effective. They remain enthusiastic and willing to devote time to training students each year because of the program's effectiveness in meeting goals. Teachers who have been trained in mediation feel that it has helped them to clarify issues with parents

and to communicate more effectively during situations of conflict.

Materials/Resources: This program was based on a project-developed curriculum, *Fuss Busters*, by Barbara Davis and Paul Godfrey, The Mediation Center, Asheville, North Carolina. Willow Brook teachers developed a "Squabble Squad Report Form" (with introductory statements, rules, questions, active listening guidelines, brainstorming and choosing solutions, and space for participant signatures) to be completed by Squabble Squad members as they work with disputing students. The rules are: (1) one person speaks at a time; (2) talk only to the Squabble Squad; (3) be honest; (4) all of us will work to find a solution.

Parent Involvement: Parents were informed of the program at meetings and through newsletters.

Student Training: Student training requires one hour per day for approximately three weeks. Elements of mediation training consist of identifying student feelings, development of listening skills, brainstorming solutions, and helping disputants reach agreement on solutions or compromises. Following direct teaching of conflict resolution concepts, games and role-playing are used for practice until students understand the process thoroughly. The program is based on communication, active listening, using "I" messages, reflecting on messages, sorting through issues, appreciating others' points of view, and compromising. After training, student mediators are selected by teachers based on verbal skills; listening skills; patience; and the ability to demonstrate nonjudgmental, objective, and reflective behavior.

Case Study
Roland-Story Elementary School
Story City, Iowa
Conflict Resolution and Peer
Mediation/Negotiation

Address: Roland-Story Elementary School, 900 Hillcrest Drive, Story City, Iowa 50248, 2739 Little Wall Lake Drive, Jewell, Iowa 50130; 515/733-4386

Contact Person: Jane Todey

Target Audience: Grades K-4

Staff: Roland-Story teachers and guidance counselor

Program Initiation: Teachers at Roland-Story Elementary School were concerned about time spent on student discipline. There were no incidents of severe antisocial behavior, but there was a need to improve students' daily interpersonal interactions in the school setting. The school counselor, Jane Todey, was trained in peer mediation and conflict resolution at a statewide workshop sponsored by the Iowa Peace Institute and offered by the Community Board Program of San Francisco, California. She became a member of the Iowa Peace Institute and the Iowa Network of Conflict Mediation Educators. Jane trained all teachers at Roland-Story (K-4) in theory and basic techniques. All staff members were involved in implementing conflict resolution on a voluntary basis.

The most effective aspect of teacher training at Roland-Story was time given to teachers to plan for implementing conflict resolution in their own classrooms. Brainstorming for implementation and creating action plans occurred at the training sessions. Teachers also practiced the techniques during staff development sessions. They supported the implementation readily because of the availability of time for advance planning and practice.

Program Goals: This program assists students in developing and using positive social interactions and resolving conflicts in the school setting and at home.

Obstacles/Solutions: Parents voiced concern that student mediators would be perceived as "authorities." Teachers explained that students acted only as facilitators of discussion and negotiation with no authority to make decisions or hand out punishment.

Verbal skills taught consist of active listening and questioning about the problem. Questioning is the most difficult concept for students to grasp.

Children do not know what questions to ask, so they need to be trained and given practice. Roland-Story students practice asking how the disputants feel about the problem, using "I" messages to communicate feelings, and restating what others say for clarification.

Accomplishments: K-2 classrooms use the "I Care Corner" to negotiate agreements. Mediators are not used until third grade, as very young children do not have the verbal skills to mediate well. At Roland-Story, students in grades three and four are trained as mediators. Use of student negotiators and mediators prevent interruption of instruction in the classrooms.

Key steps of this program are: (1) using active listening and verbal skills, (2) setting parameters, and (3) reaching agreement. Program parameters, or rules, are no interrupting, no put-downs, and try to solve the problem. Students follow this procedure in place of telling the teacher, fighting, or ignoring in appropriate behaviors, none of which **resolve** conflict.

Reaching agreement during conflict resolution consists of the negotiator, mediator, or facilitator asking for a solution from both disputants. The facilitator encourages disputants to come up with a solution. To test their solutions, children practice playing "What if...(__ happens)?" Will their solution still work? Finally, the facilitator thanks the disputants for coming to agreement.

Roland-Story teachers feel the program techniques are useful and produce positive results. Students often remind each other to use the skills before problems develop.

The guidance counselor of the middle school (for which Roland-Story is a feeder school) will do training for the middle school staff for the 1993-94 school year. Roland-Story will continue to use conflict resolution. Staff members feel it is a necessary life skill.

Materials/Resources: *Creative Conflict Resolution: Over 200 Activities for Keeping Peace in the Classroom K-6* (1984), William Kreidler, Good Year Books, Scott, Foresman & Co., 1900 E. Lake Ave., Glenview, IL 60025.

Creative Conflict and *Teaching Children to be Peacemakers* (1987), David Johnson and Roger Johnson, Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435.

Iowa Peace Institute Newsletter and video lending library, 917-10th Ave., Box 480, Grinnell, IA 50112; 515/236-4880.

How to Conduct Conflict Management Training for School Personnel, Jane Todey, 2739 Little Wall Lake Dr., Jewell, IA 50130.

Conflict Management Training Manual, San Francisco Community Board, 1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250 (grades 3-6 and K-12, letters to parents, how-to instruction, time requirements, etc.).

Parent Involvement: Roland-Story staff hold parent meetings at the beginning of the school year. Parents often want to know how to do conflict resolution at home, so teachers give them copies of the classroom signs to use at home (Ask questions, Set parameters, Reach agreement) and demonstrate techniques for conflict resolution and mediation. Classroom teachers keep parents informed of activities. Parents are supportive and report use of the techniques by their children at home.

Student Training: Teachers train all students at levels K-2 in negotiating skills. The process consists of five steps illustrated on cards posted in the "I Care Corner" of the room: (1) Take time to cool off. (2) Talk and listen. (3) Say how you feel. (4) Think of ideas. (5) Choose the best idea. Initially, student disputants write their names on a sheet of paper posted in the "I Care Corner" so the teacher is aware of a problem. The children wait until the teacher provides them time to go to the corner. This gives them time to cool off and think about what to say. Once the two children are in the "I Care Corner," the child who signed up to work out the problem picks up the card with a picture

of lips and gives a card with a picture of an ear to the other child. Both trade cards as often as needed to talk out the problem without interrupting each other and without using put-downs. Both children then put the cards down and propose ideas to get over the problem or to prevent it from recurring. A solution is agreed upon and acted on.

Third and fourth grade students are trained as mediators using three program components: rules, exploring the problem, and finding solutions. Mediators ask each disputant to agree to the rules, explore the problem by asking at least four questions and restating answers, ask each person for feelings or an "I" message and ask the other person to restate it, ask both people for a solution, use wait time, restate the solution, play "what if" to determine alternatives when the solution appears not to be viable, thank both persons for working hard to solve the problem, then shake hands. Mediators can also use a checklist of steps for this process of "win/win problem-solving."

Case Study
Rucker Stewart Middle School
Gallatin, Tennessee
Caring, Coping, and Communicating

Address: Rucker Stewart Middle School, 600 Small Street, Gallatin, TN 37066; 615/452-1734

Contact Person: Beverly Hyde

Target Audience: Fifth and sixth grade students

Staff: Guidance counselor and fifth and sixth grade teachers

Program Initiation: Beverly Hyde attended a workshop on conflict resolution and decided to use some of the materials with fifth and sixth grade students in classroom guidance activities. Children discuss conflicts, role-play, watch video demonstrations, and share solutions.

Program Goals: To help children understand that all human beings need to feel worthwhile and to teach students to communicate and understand each other.

Obstacles/Solutions: Children of different cultures had difficulty accepting differences. Discussion brought about resolution.

Accomplishments: Teachers who really use the "Debug System" consistently find that there is less arguing and fighting among students.

Materials/Resources: "Debug System," "Fighting Fair" video, *The Friendly Classroom for a Small Planet* workbook

Parent Involvement: None this year

Student Training: Four weeks

Case Study
Shelby County Schools
Memphis, Tennessee
Alternative School Program

Address: Charter Lakeside Hospital, P. O. Box 341308, Memphis, TN 38133; 901/377-4700, Ext. 210; Mrs. Sandra Sutton, Principal; 901/377-4729

Contact Person: Mrs. Sue Brandon, 6482 Willowbrook, Millington, TN 38053

Target Audience: Students who have been suspended from the regular school program (grades 9-12) for chronic antisocial behavior participate in the Alternative School Program. Enrollment is currently 20.

Staff: Shelby County school personnel and Charter Lakeside Hospital staff collaborate.

Program Initiation: Sue Brandon attended the Tennessee Student Assistance Program 1993 Spring Conference in Nashville as a representative for the Shelby County school district. There she participated in a training workshop on the "High Five" program by Lewis Gongales of the Center for Safe Schools and Community. She was able to field test the materials and methods at minimal cost.

Mrs. Brandon was also trained in "Student Support Groups" curriculum by the Johnson Institute, Minneapolis, MN; 800/231-5165, at a cost of $300. Training was held in Shelby County, TN. The

curriculum focuses on individual student support systems for drug and alcohol abuse and behavior disorders.

Charter Lakeside Hospital contracts for services with Shelby County Schools. The hospital provides additional staff and appropriate interventions for students and teachers at the alternative school. The school opened in January 1993 with an enrollment of 20 students. Thirty-six students can be accommodated.

Charter Lakeside is developing conflict resolution training for educators and industry personnel, available by spring 1994. Contact Dr. David Goldstein at the hospital; 901/757-2103.

Program Goals: The alternative school support group program assisted students in changing inappropriate behavior(s) in order to stay in school and be successful. Students are assisted in modifying behavior for transfer back to the regular classroom.

Obstacles/Solutions: Students are in serious difficulty from exhibiting antisocial behavior at their home schools by the time they enter the alternative school. Change is difficult and slow at best. It appears that there are not enough early interventions for students with problem behaviors. Teachers need training and common planning time to develop new interventions.

Accomplishments: A formal program evaluation has not been completed at the alternative school. However, informal observation showed that approximately one third of the 20 students, after six to eight weeks, were ready to return to their regular schools. Another third of the students were not ready for mainstreaming, and the final third could have been influenced in either direction. Most students expressed a preference for staying in the program at the alternative school and not returning to regular school.

Materials/Resources: The alternative school support group program uses commercial materials from Lewis Gonzales' "High Five Program," Center for Safe Schools and Communities, 20882 Redwood Road, Castro Valley, CA 94546; 510/247-0191 and the Johnson Institute's "Student Support Groups" curriculum, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 800/231-5165, as well as resources from Charter Lakeside Hospital.

Parent Involvement: Parent involvement consists of daily parent contact by telephone, mail, or in person at the school. All types of contact have been successful. Additional meetings with parents are planned for next year.

Student Training: There is no training available for students. Group and individual discussion groups are conducted on interpersonal relationships with students, faculty, and peers.

Operation: The Alternative Program School is operated by Charter Lakeside Hospital on contract with Shelby County Schools. During summer 1993 staff will be evaluating and assessing the program, setting policies, and taking enrollment for fall 1993-94.

Case Study
Metro-Nashville Public Schools
Nashville, Tennessee
Peace Education

Address: Metro-Nashville Public Schools, Davison County, 2601 Bransford Avenue, Nashville, TN 37204; 615/259-8773 or (FAX) 615/259-8492

Contact Person: Dr. Haroldine Miller, Director of Middle Schools

Target Audience: One high school, five middle schools, and one K-4 school.

Staff: Volunteers from each pilot school; 10 from each small school and 20 from each large school participated.

Program Initiation: The Metro-Nashville superintendent of schools was familiar with this approach, having used it previously in Michigan. The director of middle schools, Dr. Miller, worked with Joe Anderson in the Security Department in program development. Dr. Miller chaired the

steering committee to plan training for school personnel and to develop implementation plans. The steering committee members included the coordinators of student referrals, the director of school security, and the eight principals of the participating schools. Schools that had identified discipline as a focus for training were identified to participate in the pilot program on conflict resolution.

Dr. Miller attended a three-day training workshop offered by PeaceWorks, the Grace Contrino Abrams Peace Education Foundation, Inc., in Miami, Florida, on conflict resolution and mediation at a cost of $295. Each trainer received training materials. Additional materials can be ordered from the Peace Education Foundation, Inc., 2627 Biscayne Blvd., Miami, FL 33137-3854; 305/576-5075.

A team from Miami trained 120 teachers and principals from the identified schools in November 1992.

Many of the teachers in pilot schools had participated in a seminar on implementing positive discipline practices and conflict resolution. Therefore, they were aware of conflict, more receptive to the self-discipline concept, and ready for additional training. "Developing Responsible Behavior in Schools" was conducted by Jim Fitzpatrick of Fitzpatrick Associates, 4 Elsom Parkway, South Burlington, VT 05403. Cost was $225 per person including registration and materials.

Metro-Nashville plans to expand the program by training staff in additional schools on a voluntary basis only. Thirty schools have requested training in conflict resolution in August 1993. Teachers in the pilot schools are scheduled to train these faculties in the fall. Three days of conflict resolution training were offered in July at the teacher center.

Program Goals: To provide training for all teachers in the pilot sites by the end of March 1993. Participants in the first training decided how they would begin their own local site training of faculty members beginning March 5. Student training was to follow. By the fall of 1993, student mediation teams will be trained.

Obstacles/Solutions: One of the obstacles in program development is moving educators, parents, and students away from the belief that punishment is the only way to resolve problems. Since this is a program that empowers students and teachers, a "power-over" mentality is not consistent with resolution of conflict. Professionals at the school level will need to deal with their own belief systems about discipline and how students learn.

Metro's school-based mediation program exists as an adjunct to a total school conflict resolution program. Conflict resolution skills are taught to all students and teachers in our pilot schools. Students study the nature of conflict, the different styles people use to deal with anger and conflict, the escalation process, and the skills needed to manage and resolve conflict constructively. Skills include verbal and nonverbal communication, listening, problem-solving, decisionmaking, negotiation, and mediation. A meaningful conflict resolution program exists in an environment that is friendly and cooperative. Students and teachers can create that sense of caring and community.

Accomplishments: One K-4 school, one middle school, and one high school have already completed their student team training. Metro-Nashville teachers, administrators, and parents have responded very positively to this training program. Parents report that they see a difference in student behavior at home and teachers are seeing a difference at school.

Parent Involvement: Guidance counselors are conducting parent workshops in this program.

Student Training: Student mediators at participating schools receive twelve hours of training in mediation techniques. All students learn conflict resolution skills and communication skills.

Conflict Resolution Resources

This section provides further information about conflict resolution and peer mediation. It includes five subsections: Programs and Curriculum Guides, Books and Other Print Material: Adult and Children, Videotapes, Organizations, and Training.

Annotations are provided for commercial programs and products as well as for organizations and services. Contact information for trainers is provided for those seeking training in conflict resolution and mediation philosophy, techniques, and applications.

Programs and Curriculum Guides

Anger Management and Violence Prevention: A Group Activities Manual for Middle and High School Students from the Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 612/831-1630 or 800/231-5165.

This group activities manual helps teenagers deal with their own anger and anger expressed through violence in their homes. Through group processes, teens learn various styles of expressing anger and learn coping and anger management strategies.

Conflict Resolution: A Secondary School Curriculum from Community Board Program, 1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250.

From concepts to activities, users will find everything needed to begin teaching conflict resolution. Students learn communication skills, active listening techniques, self-awareness, and a step-by-step process for handling everyday disputes. Instructor background sections which thoroughly explain concepts and techniques precede each chapter's activities. A helpful bibliography and supplementary information covering special concerns and values implicit in teaching conflict resolution, role-play guidelines, and discussion questions have been provided. It can be used as an independent curriculum or to augment other courses (Grades 7-12).

Conflict Resolution: An Elementary School Curriculum by Gail Sadalla, Meg Holmberg, and Jim Halligan, available from Community Board Program, 1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250.

Through activities and illustrations, elementary school students are offered many opportunities to develop their communication skills, to express and resolve conflicts, and recognize and begin to reduce the tensions and hostilities that are associated with conflict. A special section, "The Peaceful Classroom," offers a vision of how conflict resolution skills can work in the real world of the classroom. A comprehensive bibliography for elementary school educators and quick-reference appendices are included at the end of the curriculum. Training is available (Grades K-8).

Conflict Resolution Curriculum Packet by Tom and Frances Bigda-Peyton. Published by Boston-Area Educators for Social Responsibility, 11 Garden Street, Cambridge, MA 02138.

Designed by high school teachers to teach high school students the basics of conflict resolution, this resource clearly demonstrates how conflict resolution skills can be applied at all levels.

Creative Conflict Resolution: Over 200 Activities for Keeping Peace in the Classroom K-6 (1984) by William J. Kreidler from Scott, Foresman, & Co. in Glenview, IL.

This curriculum guide focuses on improving communication skills, on developing skills to handle anger and frustration, and on teaching cooperation and tolerance of diversity (Grades K-6).

A Curriculum on Conflict Management by Uvaldo Palomares and Ben Logan from Human Development Training Institute, 7574 University Avenue, La Mesa, CA 92041; 714/462-8230.

The program contains lesson guides to assist students in developing alternative, prosocial ways of dealing with conflict every time it occurs (Grades K-8).

Della the Dinosaur Talks About Violence and Anger Management by the Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 612/831-1630 or 800/231-5165.

This group activities curriculum for grades K-6 helps children learn how to take care of themselves in stressful or violent situations, and that they are not the cause of abuse in their homes.

Dispute Resolution Curriculum in the Chicago Public Schools by Vivian Einstein-Gordon from West Publishing Company, P.O. Box 64526, 50 W. Kellogg St., St. Paul, MN 55102-1611.

This six-week unit introduces students to negotiation, mediation, and arbitration (High school).

Fairplay by James Hills from FairPlay Educational Services, Inc., 48 Winona, Lawrence, KS 66046; 913/842-6313.

This conflict resolution program for students, parents, and teachers uses legal notions of due process for dealing with disputes at home and at school. (Material is written at the seventh grade level.)

Fighting Fair: Dr. Martin Luther King, Jr. for Kids. Grace Contrino Abrams Peace Education Foundation, Inc., 3550 Biscayne Boulevard, Suite 400, Miami, FL 33137; 800/749-8838.

This program challenges students to resolve conflicts with skills—not fists—within the framework of Dr. Martin Luther King, Jr.'s philosophy of nonviolence. Included are an 18-minute video, a teacher's guide with reproducible student pages, and a poster of rules.

High Five Program from the Center for Safe Schools and Communities, 20882 Redwood Road, Castro Valley, CA 94546; 510/247-0191.

This program consists of five steps in helping high-risk youths become healthier self-advocates through anger control and conflict management in the classroom.

Kelso's Choice from Rhinestone Press, P.O. Box 30, Winchester, OR 97495-0030; 503/672-3826.

This skill-based program has structured and sequential activities to teach conflict management to elementary children.

Kids + Guns = A Deadly Equation, 1450 Northeast 2nd Avenue, Room 523A, Miami, FL 33132; 305/995-1986.

This program is designed to teach young children the dangers of playing with or carrying weapons. School-based, the program helps K-12 students learn to avoid weapons.

Learning the Skills of Peacemaking from Childswork/Childsplay, Center for Applied Psychology, Inc., P.O. Box 1586, King of Prussia, PA 19406; 800/962-1141.

This activity guide offers teachers 56 lessons with concrete activities that allow elementary children to learn conflict resolution skills (Grades K-6).

Lion's Quest: Skills for Growing and Skills for Adolescence: K-8 from Quest International, 537 Jones Road, P. O. Box 566, Granville, OH 43023-0566; 800/446-2700.

In this text prosocial and problem-solving skills are taught with emphasis on prevention. Students are trained in accepting differences, building self-confidence, listening, expressing opinions and emotions in positive ways, resisting negative peer pressure, and being assertive. Training and videos are available.

The Magic of Conflict Workshop for Young People by Judith Warner from Aiki Works, P.O. Box 251, Victor, NY 14564; 716/924-7302.

In this curriculum based on the work of Thomas Crum, learning disabled students repeatedly experience conflict on a physical level and then apply the experience to nonphysical conflict.

Model Peace Education Program in New York City's Community School District 15 by Eileen Jones from Community School District 15, 360 Smith St., Brooklyn, NY 11231.

This is a districtwide conflict resolution program for elementary and junior high students.

PATHS: Providing Alternative THinking Strategies by Ken Dodge at Vanderbilt University, Nashville, TN 37240; 615/322-7311.

This program is designed to teach young people appropriate behavior skills and to teach children how to identify and handle their emotions. A parent training component is included.

Peace Education at Spruce Street School, contact: Marilyn Bauer, Spruce Street School, 701 Spruce St., Sauk City, WI 53583.

This is a schoolwide program designed to help elementary school students become aware of conflicts and intercept them before they become problems (Grades 2-5).

Peace Studies Curriculum from Kraus International Publications, Route 100, Millwood, NY 10546; 915/762-2200 or 800/223-8323.

This curriculum is an information source available for developing, studying, and evaluating peace studies curriculum for all grade levels, K-12. The 35 guides encompass such topics as conflict resolution, arms control, concepts of peace, U.S.-Soviet relations, and nuclear issues.

The Peacemaker Program by David W. and Roger T. Johnson from Cooperative Learning Center, 202 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455-0298; 612/624-7131.

The lessons in this curriculum help students learn: (a) what conflicts are, (b) how to use a six-step negotiation procedure to solve problems wisely, and (c) how to mediate classmates' conflicts (Grades 5-8).

Peacemaking by Barbara Stanford, 1976. Published by Banham Books, New York.

A comprehensive introduction to conflict resolution by a leading educator in the field. Contains many exercises that can be used with high school students.

Peer Conflict Manager Program by Susan Schultz from Equity Advocate, Ann Arbor Public Schools, 2555 S. State Street, Ann Arbor, MI 48106; 313/994-2200.

This curriculum teaches skills to manage conflicts effectively. It contains classroom lessons and parent training workshop lessons.

Project RAP (Reaching Adulthood Prepared), 380 Timothy Road, Athens, GA 30606; 706/549-1435.

Project RAP is a mentoring program for black youth age 12-17 which uses church and community volunteers as role models and mentors.

Project REACH from Langston Hughes Intermediate School, 11301 Ridge Heights Road, Reston, VA 22091.

This intervention curriculum contains materials and dramatic activities aimed at schools with few minority students. It has been successful in creating positive awareness of minorities by teaching human awareness skills.

Project S.M.A.R.T. from Victim Services Agency, 2 Lafayette St., New York, NY 10007; 212/577-7700.

This is a student mediation program that operates in seven New York City high schools.

Resolving Conflict Creatively, New York City Public Schools, 163 Third Avenue, #239, New York, NY 10003.

This curriculum includes units on communication, dealing with anger, intercultural relations, and mediation techniques.

Second Step: A Violence Prevention Curriculum from Committee for Children, 172 20th Ave., Seattle, WA 98122; 800/634-4449.

The program contains lessons using puppet shows, songs, and role playing that are designed to help children avoid becoming victimizers of others by increasing their skills in empathy, impulse control, and anger management (Grades K-8).

Straight Talk About Risks (STAR): K-12, contact: Gwen Fitzgerald or Susan Whitmore, Communications Division of the Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1150, Washington, DC 20005; 202/289-7319.

While STAR addresses guns specifically, the curriculum is designed to teach children life-saving behavior through a variety of classroom activities which can be incorporated into existing classroom lessons. Skills in critical thinking, recognizing and dealing with anger, resisting peer pressure, and distinguishing between real and television violence are developed. Conflict resolution skills are a key focus of the program.

Student Conflict Resolution: Preschool - 9 from Peace Education Foundation, Inc., 2627 Biscayne Boulevard, Suite 400, Miami, FL 33137-3854; 800/749-8838.

This series of interdisciplinary curricula teaches communication, listening, critical thinking, problem-solving, decisionmaking, and mediation skills through puppetry, role-playing, discussion, video, and the mediation process. Both a newsletter and training are available.

Student Support Groups, the Johnson Institute, 7150 Metro Boulevard, Minneapolis, MN 55439; 800/231-5165.

This training addresses the functions and design of support groups, building groups, and the strength needed in a group leader. It focuses on individual student support systems for drug and alcohol abuse and behavior disorders.

Students Participating Equally In Resolution (SPEIR), contact Neal Neto in the Dayton (OH) City Schools, Roosevelt Center, 2013 West Third Street, Dayton, OH 45417; 513/262-2765.

This program trains elementary school students to use peer mediators to keep schoolyard disagreements from exploding into violence.

Teaching Students To Be Peacemakers by David W. and Roger T. Johnson (1991) from Interaction Book Company, Edina, MN.

This program consists of curriculum with thirty 30-minute lessons that provides role-plays and opportunities for elementary students to practice the procedures and skills involved in negotiating and mediating.

Violence Intervention Program, Durham Public Schools, P.O. Box 30002, Durham, NC 27702; 919/560-2035.

Designed to help at-risk elementary school children, the VIP program pairs children with teachers who help them with conflict mediation and resolution skills and also serve as peer counselors and tutors.

Violence Prevention: Curriculum for Adolescents by Deborah Prothrow-Stith from Educational Development Center (EDC), 55 Chapel St., Newton, MA 02160.

This is a 10-lesson curriculum designed to fit into high school health programs.

Violence Prevention Program, Mecklenburg County Health Department, 249 Billingsley Road, Charlotte, NC 28211; 704/336-5497.

This county program teacher conflict resolution skills to seventh through ninth graders and serves as a support group for the youth.

The Wonderful World of Difference and *A World of Difference* from Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.

This program provide a comprehensive curriculum and public campaign against prejudice. It contains a module of 20 activities for elementary school students to encourage appreciation for people of all races.

Books and Other Print Materials

Adult

A Manual on Nonviolence and Children compiled and edited by Stephanie Judson, from New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143; 215/382-6543.

This manual contains over 100 exercises, games, and agendas developed, tested, and used by the Friends Committee on Nonviolence and Children, 1515 Cherry Street, Philadelphia, PA 19102; 215/241-7239.

The Friends Committee on Nonviolence and Children conducts workshops for parents, teachers and children on themes of nonviolence toward ourselves, others, and the Earth.

The Friends Conflict Resolution Committee conducts peer mediation training for schools and community groups; 215/241-7234.

The manual helps children understand values of cooperation and interdependence that they can later extend to the world. It includes anecdotes by parents and teachers, annotated resource lists, and bibliographies.

Children of War by Roger Bosenblatt from Anchor Press/Doubleday, 666 Fifth Avenue, New York, NY 10103; 212/765-6500.

This book is about what children in war-torn countries think and feel about the violence around them.

Containing Crisis—A Guide to Managing School Emergencies by Robert S. Watson, Janice H. Poda, C. Thomas Miller, Eleanor S. Rice, and Gary West, from the National Educational Service, 1821 W. Third Street, P.O. Box 8, Bloomington, IN 47402.

This publication, based on actual school emergencies, addresses planning, preparation, and response strategies for the management of school emergencies. It also includes sample school and district emergency plans.

Creating Conflict and *Teaching Children to be Peacemakers* (1987) by David and Roger Johnson, Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435; 612/831-9500.

These books describe conflict and how it can be channeled into productive directions by teaching children the skills for mediation and cooperative social interactions.

Discover the World: Empowering Children to Value Themselves, Others, and the Earth by Susan Hopkins and Jeffrey Winters, from New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143.

This book provides a holistic framework for integrating personal, social, and environmental responsibility into the developmental experience of children ages 3-12. Activities are organized to encourage understanding and appreciation of cultural diversity and respect for the earth through art, music, science, large and fine muscle activities and languages.

Everyone Wins! by Sambhava and Josette Luvmour, from New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143.

This handbook of cooperative games and activities can be used for enhancing conflict resolution and communication skills and building self-esteem. All activities are categorized according to grade level, size of group, indoor and outdoor location, and activity level. It includes notes on materials needed, special hints, and variations for group leaders.

The Friendly Classroom for a Small Planet (1988) by Priscilla Prutzman, et al. from Children's Creative Response to Conflict, Box 271, Nyack, NY 10960.

This is a sourcebook of activities for teacher to emphasize the themes of cooperation, communication, affirmation (building self-esteem), and conflict resolution.

From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students, Rediscovering Hope: Our Greatest Teaching Strategy, and *What Do I Do When? How to Achieve Discipline with Dignity in the Classroom* by Crystal Kuykendall, Richard Curwin, and Allen Mendler, from National Educational Service, 1610 West Third Street, P.O. Box 8, Bloomington, IL 47402; 812/336-7700.

These three publications provide alternative grading systems; methods for motivating high risk students; ways to turn anger into a positive force; practical responses to violent, angry, and disruptive behavior; long-term, outcome-based improvements in students' behavior, attendance, and achievement; means of getting and keeping parents involved and techniques for meeting the needs of all students.

Hate Crimes by Christina Bodinger-de Uriarte, RBS Publications, 444 North Third St., Philadelphia, PA 19123-4107.

This publication provides information about "hate crimes"—bigoted harassment, vandalism, and violence. The first part discusses hate crimes, and the second part provides practical resources schools can use to address this problem, including sample school policies, procedures, surveys, and programs.

How to Control Your Anger: A Guide for Teens by the Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 612/831-1630 or 800/231-5165.

This guide discusses what anger is, what causes teenagers to be angry, and gives explanations about how to control angry feelings in a healthy fashion.

Keeping the Peace: Practicing Cooperation and Conflict Resolution with Preschoolers by Susanne Wichert, from New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143.

This book can help create harmonious groups, bolster children's self-esteem, and foster cooperative and creative interactions among children between 2 1/2 and 6 years old. It includes carefully designed and clearly presented activities, anecdotes, bibliography, and resource lists.

Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning by David and Roger Johnson, from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

This book given the teacher an easier, more productive, and more enjoyable approach to teaching by combining theories of social psychology and classroom practice to promote higher achievement, more positive attitudes, and greater social skills for students.

Mediation in the Schools: A Report, Directory, and Bibliography. Contact Prudence Kestner, Special Committee on Dispute Resolution, American Bar Association, 1800 M Street, N.W., Suite 200, Washington, DC 20036; 202/331-2258.

Programs outlined in this report have been established to teach mediation skills for use as problem-solving tools in schools.

Perspectives: A Teaching Guide to Concepts of Peace (1983) by Shelly Berman from Educators for Social Responsibility, 490 Riverside Dr., Room 27, New York, NY 10027.

This book contains suggestions, teaching activities, and resource lists for teachers to help K-12 students develop an active concept of peace and a sense of peace independent of its relation to war.

Resolving Classroom Conflict by Craig Pearson from LEARNING Handbooks, 530 University Avenue, Palo Alto, CA 94301.

This book contains practical suggestions for ending classroom conflict.

Rethinking Mediation: Living Peacefully in a Multi-Cultural World (Trainer Manual) by Cate Waalner, from the National Association for Mediation in Education (NAME), 425 Amity Street, Amherst, MA 01002; 413/545-2462.

A manual for trainers who work with junior and senior high school students which bridges mediation and prejudice reduction skills. A comprehensive agenda for conducting training is provided in English and Spanish.

School Disruptions—Tips for Educators and Police, U.S. Department of Health, Education, and Welfare, Community Relations Service and the Law.

This publication addresses preventing and responding to disruptions. Each topic is divided into two sections, "What the Schools Should Do" and "What the Police Should Do." It outlines a minimum number of basic steps schools and police officials should take in the development of a joint approach to problems of school disruption.

School Violence: A Survival Guide for School Staff with Emphasis on Robbery, Rape, and Hostage Taking by Chester L. Quarles, NEA Professional Library, P. O. Box 509, West Haven, CT 06516.

This publication addresses personal crisis management and employee safety when confronted with school crime and violence. It answers questions such as how to deal successfully with violent crimes in the school; how to survive attempts at robbery, rape, and armed assault; and how to protect students and school staff when a mentally ill person or a terrorist takes an entire class hostage.

Set Straight on Bullies (1989), National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362.

This book examines the myths and realities about schoolyard bullying. Changing attitudes about the seriousness of the problem is stressed. It studies the characteristics of bullies and their victims. It provides strategies for educators, parents, and students to better prevent and respond to schoolyard bullying. Sample student and adult surveys are included.

Stopping Violence by Jory Post, from the Contemporary Health Series: 5-8, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061; 800/321-4407.

Middle school students are taught to analyze the types, causes, and consequences of violence in our society. Eight risk-reducing lessons teach students practical conflict resolution skills such as negotiation, humor, and delay tactics to avoid or diffuse potentially dangerous situations.

Violence in Our Schools by Lester David and Irene David, Public Affairs Pamphlets, 381 Park Avenue, South, New York, NY 10016.

This pamphlet addresses a wide range of topics related to school violence including crimes in schools, offenders, school violence, how schools are coping, corporal punishment, attacking the causes of the problem, programs that work, and what parents should do.

Why Is Everybody Always Picking on Me? A Guide to Handling Bullies (1991) by Terrence Webster-Doyle, published by Atrium Publications, available from Paperbacks for Educators, 426 West Front Street, Washington, MO 63090; 800/227-2591 or FAX 314/239-4515.

The stories and activities in this book show how conflict can be resolved nonviolently and give constructive ways for young people to peacefully confront hostile aggression.

Children

A Kid's Guide to How to Stop the Violence (1992) by Ruth Harris Terrel, published by Avon, available from Paperbacks for Educators, 426 West Front Street, Washington, MO 63090; 800/227-2591 or FAX 314/239-4515.

This book addresses young readers' fears and concerns, and attempts to make them feel less powerless about having a positive effect on the world in which they live (Grades 4-8).

The Big Book for Peace (1990) edited by Ann Durell and Marilyn Sachs, published by Dutton Children's Books, 375 Hudson St., New York, NY 10014; 212/366-2000.

This book contains stories and poems that focus on the wisdom of peace and the absurdity of fighting (Grades 3-8).

Bully on the Bus: A Decision is Yours by Carl W. Bosch from Parenting Press, Inc., P.O. Box 75267, Seattle, WA 98125.

Students must decide which alternatives to choose in this situation on the bus.

Company's Coming (1988) by Arthur Yorinks and David Small, from Crown Publisher, 201 E. 50th St., New York, NY 10022; 212/572-6192 (Grades K-3).

Chaos erupts when Moe and Shirley invite visitors from outer space to dinner.

Coping with Street Gangs (1990) by Margot Webb from Rosen Publishing, 29 E. 21st Street, New York, NY 10010; 212/777-3017 or 800/327-9932.

A realistic guide which discusses why gangs exist, how to resist joining a gang, ways to respond when threatened by one, and ways to get help (Grades 5-8).

Earl's Too Cool for Me (1988) by Leah Komaiko from Harper, 10 E. 53rd Street, New York, NY 10022; 212/207-7000 or 800/242-7737 (Grades K-3).

A beautiful friendship begins even though a young boy is sure Earl would not want to befriend him. In rhymed couplets, a timid bespeckled boy relates the preposterous and bizarre accomplishments of a cool kid named Earl.

Every Kid's Guide to Handling Fights with Brothers or Sisters (1987) by Joy Berry from Children's Press, 5440 N. Cumberland Avenue, Chicago, IL 60656; 312/693-0800 or 800/621-1115.

This book reviews 10 reasons why siblings fight and offers information and approaches that will help readers cope with each situation (Grades 5-6).

Handling Your Disagreements (1980) by Joy Wilt from Word Publishers, Waco, TX.

This book stresses that disagreements are normal, they can be solved, they don't mean people dislike each other, and they don't have to lead to fights (Grades 4-6).

George and Martha: Round and Round (1988) by James Marshall from Houghton, 1 Beacon Street, Boston, MA 02108; 617/351-5000 (Grades K-3).

Five vignettes continue the adventures of two loveable hippos and their strong friendship.

Goggles (1987) by Ezra Jack Keats from Aladdin Books, 866 Third Avenue, New York, NY 10022; 212/702-2000 or 800/257-5755 (Grades K-3).

Two boys must outsmart the neighborhood bullies to enjoy their new treasure, a pair of lensless motorcycle goggles.

The Hating Book (1969) by Charlotte Zolotow from Harper, 10 E. 53rd Street, New York, NY 10022; 212/207-7000 (Grades K-2).

A little girl knew her friend hated her, but didn't know why until she got up the courage to ask why they were being so rotten to each other.

Heads, I Win (1988) by Patricia Hermes from Harcourt, 1250 Sixth Avenue, San Diego, CA 92101; 619/231-6616 or 800/346-8648 (Grades 3-8).

Bailey runs for class president, hoping that popularity will secure her place in her foster home.

It's George (1988) by Miriam Cohen from Greenwillow, 105 Madison Avenue, New York, NY 10016; 212/889-3050 (Grades K-3).

Although George's classmates know that he is not the smartest first grader, they are proud to know him when his fast action in an emergency saves an elderly friend's life.

Matthew and Tilly (1991) by Beth Peck from Dutton Children's Books, 375 Hudson Street, New York, NY 10014; 212/366-2000.

This storybook tells how two children resolve a disagreement over a broken crayon (Grades K-2).

The Other Side of the Family (1988) by Maureen Pople from Henry Holt Press (Grades 4-8).

Sent from England for safety during World War II to stay with an Australian grandmother known to hate her family, fifteen-year-old Kathleen discovers a totally unexpected character and startling revelations about her family.

Park's Quest (1988) by Katherine Paterson from Lodestar, 375 Hudson Street, New York, NY 10014; 212/366-2000 (Grades 4-8).

Eleven-year-old Park makes some startling discoveries when he travels to his grandfather's farm in Virginia to learn about his father who died in the Vietnam War, and meets a Vietnamese-American girl named Thanh.

Peace Begins with You (1991) by Katherine Scholes from Sierra Club Books, 730 Polk Street, San Francisco, CA 94109; 415/923-5603.

This book presents the idea that working nonviolently for peace may be harder than using force (Grades 4-8).

Peace on the Playground: Nonviolent Ways of Problem Solving (1991) by Eileen Lucas from Franklin Watts Publishers, 387 Park Avenue, S., New York, NY 10016; 212/686-7070 or 800/672-6672.

This book has text and photos to help students learn that conflict is normal, and it can be handled without violence (Grades 5-9).

People (1980) by Peter Spier from Doubleday, 666 Fifth Avenue, New York, NY 10103; 212/765-6500 or 800/223-6834 (ext. 47[illegible]) (Grades K-2).

This book emphasizes individuality and the differences among the four billion people on earth.

Pig-Out Inn (1987) by Lois Ruby from Houghton, 1 Beacon Street, Boston, MA 02108; 617/725-5000 (Grades 4-8).

Spending a summer helping her mother run a truck stop diner, fourteen-year-old Dovi becomes involved in a custody battle between divorced parents who both want to hold on to their young son.

Rotten Island (1984) by William Steig from Godine Publishers, Inc., 300 Massachusetts Avenue, Horticultural Hall, Boston, MA 02115; 617/536-0761 (Grades 4-8).

Life on Rotten Island is paradise—for creatures that slither, creep, and crawl. All the creatures are different, and they all hate each other. This is a humorous celebration of rottenness until something truly "awful" happens. A mysterious, beautiful flower begins to grow, and Rotten Island is never the same.

Six Crows (1988) by Leo Lionni from Knopf, 201 E. 50th Street, New York, NY 10022; 212/751-2600 (Grades K-2).

An owl helps a farmer and some crows reach a compromise over the rights to the wheat crop.

Somehow Tenderness Survives: Stories of Southern Africa (1988) by Hazel Rochman from Harper, 10 E. 53rd Street, New York, NY 10022; 212/207-7000 (Grades 4-8).

This book is a collection of ten short stories about South Africa—five by black South Africans, and five white South Africans.

The Trouble with Gramary (1988) by Betty Levin from Greenwillow Publishers, 105 Madison Avenue, New York, NY 10016; 212/261-650 or 800/237-0657 (Grades 4-8).

This book provides a vivid and unusual portrait of a town in the throes of the unpredictable events that change lives.

The Social Conflict Games from Cognitive Therapeutics, 3430 S. Dixie, Suite 104, Dept. S 2468, Dayton, OH 45439; 800/444-9482 or FAX 513/293-5362.

A board game teaches seven cognitive and behavioral skills to reduce interpersonal conflict with peers and adults (Elementary-high school).

The Sock Club from The Bureau For At-Risk Youth, 645 New York Avenue, Huntington, NY 11743; 800/99-YOUTH or FAX 516/673-4544.

Nonviolence education coloring/activity books with Leader's Guide designed to teach young children that violence and drug use are wrong (Grades K-5).

Theodor and Mr. Balbini (1988) by Petra Mathers from Harper, 10 E. 53rd Street, New York, NY 10022; 212/207-7000 (Grades K-2).

Soon after the kindly Mr. Balbini discovers that his dog Theodor can talk, he finds himself bullied by the demanding canine and yearns for a more traditional pet.

The Village by the Sea (1988) by Paula Fox from Orchard Books, 387 Park Avenue, S., New York, NY 10016; 212/686-7070 or 800/672-6672 (Grades 4-8).

When her father enters the hospital to have open-heart surgery, 10-year-old Emma is sent to live with her tormented aunt and finds the experience painful until she meets a friend who suggests making a miniature village in the sand.

Young Peacemakers Project Book (1988) by Kathleen M. Fry-Miller and Judith A. Myers-Walls from Brethren Press, 1451 Dundee Ave., Elgin, IL 60120; 312/742-5100.

This book lists activities enabling children to care for their environment, understand people, learn to be better friends, and solve their problems peacefully (Grades 1-5).

Zoo Song (1987) by Barbara Bottner from Scholastic (Grades K-2).

All the animals make loud, horrible music and dances trying to outdo each other, until they discover that they can make beautiful music together.

Videotapes

Between You and Me: Learning to Communicate from Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023; 800/466-2700.

The three segments of this video stress the importance of clear, concise communication which is essential for conflict resolution (Grades 5-8).

Conflict Resolution from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-9971; 800/431-1934 or FAX 914/769-2109.

A three-part series illustrates ways of dealing with conflict, shows how listening can help, and shows how actions can escalate conflict (Grades 7-12).

Dealing With Anger: A Violence Prevention Program for African-American Youth from the Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 612/831-1630 or 800/231-5165.

This series of videos, *Givin' It, Takin' It, and Workin' It Out*, teachers youth skills they need to avoid violence at school, home, and in the community through conflict vignettes.

Discipline with Dignity (three tapes), National Educational Service, 1610 West Third Street, P. O. Box 8, Bloomington, IN 47402.

This set of three VHS tapes offers educators essential skills and strategies for dealing with angry and disruptive behavior as they positively affect the lives of students. The program can lead to better behavior based on mutual respect and dignity.

Fighting, Bullying, Gossiping, and Teasing People from Social Studies School Service, 10200 Jefferson Boulevard, Room M911, P.O. Box 802, Culver City, CA 90232-0802; 800/421-4246 or FAX 213/839-2249.

Four filmstrips and cassettes lead students to identify with both the victims and the perpetrators in order to gain insight into why these behaviors occur (Grades 4-8).

Getting Better at Getting Along: Conflict Resolution from Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023; 800/446-2700.

This video combines an overview of listening skills with a problem-solving method for resolving conflict (Grades 2-4).

It's Not My Fault by Disney Educational Productions from Coronet/MTI Film & Video, 108 Wilmot Rd., Deerfield, IL 60015; 800/621-2131 or FAX 708/940-3640.

This program follows 11-year-old Sam through a series of confrontations with his brother, his best friend, and his classmates. With sound advice from his mother, Sam comes to understand that his own thoughtless behavior often contributes to his problems. This is an 18-minute program geared toward intermediate and junior high students.

Management of School Disruption and Violence, BFA Educational Media, 468 Park Avenue South, New York, NY 10016.

This video series, which was produced in cooperation with the Community Relations Service of the U.S. Department of Justice, provides a system of school disruption management that addresses aspects of school disruption and violence problems including: control of the school environment, curriculum modification, staffing problems, community relations, constitutional issues, and police-school relations.

Set Straight On Bullies from National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, CA 91436.

This 18-minute video tells the story of a bullying victim and how the problem adversely affects his life as well as the life of the bully.

Staff Development: Conflict Resolution from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-9971; 800/431-1934 or FAX 914/769-2109.

This video reviews peer mediation programs at a middle school and a high school.

Peacemakers of the Future, from the National Association for Mediation in Education (NAME), 425 Amity Street, Amherst, MA 01002; 413/545-2462.

This video demonstrates the mediation process as it applies to elementary school, middle school, and high school.

The Peer Mediation Video from Research Press, Dept. 104, P.O. Box 9177, Champaign, IL 61826; 217/352-3273 or FAX 217/352-1221.

This 30-minute video program shows how to establish a peer mediation program with students in grades 6 through 12.

Valuing Diversity from Capeland Griggs Productions, Inc., 302 23rd Avenue, San Francisco, CA 94121; 415/668-4200.

This series of video presentations uses dramatizations and interviews to show that individuals are different and that diversity is an advantage if it is valued, nurtured, and well managed.

We Can Work It Out produced by Clear Vision Video, Vermont; available from the National Association for Mediation in Education (NAME), 425 Amity Street, Amherst, MA 01002; 413/545-2462.

This video describes peer mediation from a student perspective at the middle school level. It includes an explanation of peer mediation, how it is taught, what students think about the process, and a role-playing simulation.

You Can Choose: Resolving Conflicts from Great Plains National (GPN), P.O. Box 80669 Lincoln, NE 68501-0669; 800/228-4630 or FAX 492/472-1785.

This video shows how two students work out interpersonal conflicts in a peaceful and positive way.

When There's Trouble at Home from Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023; 800/446-2700.

In three realistic scenarios, young people and their families learn to resolve their conflicts by expressing feelings in positive ways, turning to a mediator when necessary, and compromising over some things (Grades 5-8).

When You're Mad, Mad, Mad!: Dealing with Anger from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-9971; 800/431-1934 or FAX 914/769-2109.

This 33-minute video and teacher's guide shows students how to handle anger by controlling how they act and suggests positive steps they can take (Grades 5-8).

Working It Out: Conflict Resolution from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040; 800/431-1934 or FAX 914/769-2109.

When young people call Dr. Advice's radio talk show, he gives them excellent guidelines for resolving their conflicts (Grades 5-8).

Organizations

American Bar Association Special Committee on Dispute Resolution, 1800 M St., NW, Suite 200, Washington, DC 20036; 202/331-2258.

Cambridge Ridge and Latin High School's Student Mediation Program, 459 Broadway, Cambridge, MA 02138. Contact: John Silva, 617/349-6772.

Center for Teaching Peace, 4501 Van Ness St., N.W., Washington, DC 20016.

Center to Prevent Handgun Violence, 1225 I Street, NW, Suite 1150, Washington, DC 20005; 202/289-7319.

Children's Creative Response to Conflict, Box 271, 523 North Broadway, Nyack, NY 10960; 914/358-4601.

Community Board Program, 1540 Market St., Suite 495, San Francisco, CA 94102; 414/552-1250.

Conflict Resolution Center, University of Tennessee, Knoxville, TN. Contact person: Steve Martin, 615/974-4736.

Cooperative Learning Center, University of Minnesota, Minneapolis, MN 55455; 612/624-7031.

Educators for Social Responsibility (New York), 475 Riverside Dr., Room 450, New York, NY 10115; 212/870-3318.

Educators for Social Responsibility (National Office), 23 Garden St., Cambridge, MA 02138; 617/492-1764.

Ellen Raider International, 1 Millbrook Rd., New Paltz, NY 12561; 914/255-5174.

Fellowship Farm, 2488 Sanatoga Road, Pottstown, PA 19464; 215/248-3343 or 215/326-3008.

The Institute for Peace and Justice, 4144 Lindell Blvd. #400, St. Louis, MO 63108; 314/533-4445.

Intercultural Communication Institute, 8835 Southwest Canyon Lane, Suite 238, Portland, OR 97225; 503/297-4622.

International Center for Cooperation and Conflict Resolution, Box 53, Teachers College, Columbia University, New York, NY 10027; 212/678-3402.

Iowa Peace Institute, 917 10th Ave., Grinnell, IA 50112; 515/236-4880.

Male Health Alliance for Life Extension, 10 Sunnybrook Road, P.O. Box 1409, Raleigh, NC 27620; 919/250-4535.

National Association for Mediation in Education (NAME), University of Massachusetts at Amherst, 425 Amity Street, Amherst, MA 01002; 413/545-2462.

National Coalition Building Institute International, 1835 K Street NW, Suite 715, Washington, DC 20006; 202/785-9400 or FAX 202/785-3385.

National Conference on Peacemaking and Conflict Resolution, George Mason University, 4400 University Drive, Fairfax, VA 22030; 703/993-3635.

National Council on Crime and Delinquency, 77 Maiden Lane, Fourth Floor, San Francisco, CA 94108.

National Educational Service, 1610 West Third Street, P.O. Box B, Bloomington, IN 47402.

National Institute Against Prejudice and Violence, 710 Lombard S., Baltimore, MD 21201; 410/706-5170.

National Institute for Dispute Resolution, 1901 L St., NW, Suite 600, Washington, DC 20036; 202/466-4764.

National School Safety Center, 4165 Thousand Oaks Boulevard, Suite 290, Westlake Village, CA 91362; 800/373-9977.

Peace Education Foundation, Inc., 2627 Biscayne Boulevard, Miami, FL 33137-3854; 305/576-5075 or 800/749-8838.

Peace Education Now, P.O. Box 4157, Gainesville, FL 32613; 904/376-0642.

Peace Grows, Inc., 475 West Market Street, Akron, OH 44304.

Project SMART, School Mediator's Alternative Resolution Team, c/o Victims Services Agency, 50 Court St., 8th Floor, Brooklyn, NY 11201; 718/858-9070.

Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566; 800/446-2700.

Resolving Conflict Creatively Program (RCCP), New York City Public Schools, 163 Third Ave., Room 239, New York, NY 10003; 212/260-6290.

School Initiatives Program, Community Board Center for Policy and Training, 1540 Market St., Suite 490, San Francisco, CA 94102; 415/552-1250.

School Mediation Associates, 702 Green Street #8, Cambridge, MA 02139; 617/876-6074.

U.S. Department of Justice, Community Relations Service, 75 Piedmont Avenue, NE, Room 900, Atlanta, GA 30303. "Student Response Team—Conflict Resolution Before Crisis Occurs." Ernest Jones, coordinator.

Training

The following organizations provide training in mediation and/or conflict resolution through workshops and conferences.

Atrium Society, Barbara Darshan, P. O. Box 816, Middlebury, VT 05753; 802/388-0922, 800/848-6021 (outside Vermont) or FAX 802/388-1027.

The Atrium Society is concerned with fundamental issues that prevent understanding and cooperation in human affairs. "Our minds are conditioned by origin of birth, education, and experiences. Atrium Society's intent is to bring the issue of conditioning, and the tremendous conflict conditioning creates, to the forefront of awareness and consideration."

Center for Safe Schools and Communities, Louis Gonzales, Executive Director, 20882 Redwood Road, Castro Valley, CA 94546; 510/247-0191 or FAX 51/247-0180.

Training offered in gang and violence prevention through local school districts. The "High Five Program" targets high-risk youth for anger control and conflict management.

Children's Creative Response to Conflict (CCRC), Fellowship of Reconciliation, P O Box 271, Nyack, NY 10960; 914/358-4601 or FAX 914/358-4924.

This organization offers workshops and materials for teachers and others who work with young people in the areas of cooperation, communication, affirmation, conflict resolution, mediation, and bias awareness. The primary book for the CCRC program is *The Friendly Classroom for a Small Planet*. CCRC publishes a newsletter, "Sharing Space."

Community Board Program, 1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250 or FAX 415/626-0595. Began implementing their "Conflict Managers" program in San Francisco schools in 1982.

Today, more than 2,000 schools throughout the U.S. and Canada have successful peer mediation programs based on training and materials received from the Community Board Program. In addition, Community Board publishes classroom conflict resolution curricula for all grade levels. Call or write for further information and dates for National Conflict Manager Institutes.

Crisis Prevention, National Crisis Prevention Institute Inc., 3315-K N. 124th Street, Brookfield, WI 53005.

This organization offers seminars, workshops, instructor certification programs, and video and

audio tapes on crisis prevention. Three of the titles available are "How to Safely Manage Disruptive or Assaultive Behavior," "Managing the Crisis Moment," and "How to Deal with Potentially Violent Students."

Educators for Social Responsibility, School Conflict Resolution Program, 23 Garden St., Cambridge, MA 02138; 617/492-1764.

This organization seeks to make social responsibility an integral part of the curriculum in schools. ESR creates and disseminates creative ways of teaching and learning that will help young people participate in shaping a better world and provides consultation, educational resources, and professional resources to teachers, administrators, and schools.

Fitzpatrick Associates, 4 Elsom Parkway, South Burlington, VT 05403.

This seminar addresses the implementation of positive discipline practices and conflict resolution.

Interaction Book Company, Johnson, D. and Johnson, R., 7208 Cornelia Drive, Edina, MN 55435; 612/831-9500.

Training is offered as college coursework or seminars on conflict resolution. Courses offered are: Foundation, Leadership, Advanced, Creative Conflict, and Administration.

Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439-2159; 612/831-6630 or 800/231-5165.

Training workshops are tailored to individual school district needs to prepare educators to prevent violence in schools by teaching student critical skills.

National Crime Prevention Institute, Shelby Campus, University of Louisville, Louisville, KY 40292.

"Safe and Secure Schools: The Prevention of Violence, the Promotion of Safety" explores the legal ramifications of not having proper security, addresses the issue of violence against teachers and students, deals with the presence of strangers on school campuses, and explains how design plays a role in the prevention of violence and crime and the maintenance of order.

National Education Association, 1201 Sixteenth Street, Washington, DC 20036.

"Violence in the Schools" is a National Education Association training program is designed to eliminate or reduce violence and disruption in schools. Topics covered in the program include school climate, school security, the community as a resource for eliminating or reducing violence in the schools, discipline and the law, and techniques for resolving conflict in the classroom.

Peace Works, The Grace Contrino Abrams Peace Education Foundation, Inc., 3550 Biscayne Boulevard, Suite 400, Miami, FL 33137; 800/749-8838.

"Nonviolent Conflict Resolution" offers training in conflict resolution, mediation, and peace making to educators, teachers, and parents.

Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566; 800/446-2700.

Quest programs offer intensive training of educators and other adult leaders. The process of teaching, encouraging, and motivating young people, as well as the program content, is emphasized. This training is required to all adults who wish to use Lions-Quest's program materials. Support seminars and staff development sessions are also offered to update knowledge of drug prevention, increase multicultural understanding, gain insight into student learning styles, revitalize classroom management skills, and build a support system.

University of Massachusetts at Amherst, 425 Amity St., Amherst, MA 01002.

"School-Based Mediation and Conflict Resolution" offers training in school-based mediation and conflict resolution with peer mediation groups to teach youngsters how to resolve disputes peacefully.

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APPENDICES

Appendix A

Conflict Resolution in Schools Program Description Form, A TEA-AEL Study Group Project

The seventh study group of Tennessee educators, cosponsored by TEA and the Appalachia Educational Laboratory, is investigating conflict resolution and prevention. Group members request your help in identifying effective programs for inclusion in a TEA-AEL guide for teachers working on conflict resolution with students.

Please respond to each question and return the Form to the Tennessee Education Association, Attention: Gloria Dailey, 801 Second Avenue, N., Nashville, TN 37201-1099. Please copy and complete a Form for each program relating to conflict resolution, student mediation, or multicultural understanding or cultural diversity. Attach or send separately any materials that would provide further information. Thank you.

I. Demographics and Contact Information

Name of Program _____

School Name _____

District _____

Contact Person _____

Person Completing this Form _____

School or Program Phone Number _____

Home Phone of Contact Person _____

Best Day, Time, and Phone Number _____

School Enrollment _____

Number of faculty _____

School Racial/Ethnic Composition (Please provide percentages)

	Student Percentage	Teacher Percentage
Afro-American	_____	_____
Asian/Pacific Islanders	_____	_____
Hispanic	_____	_____
White, Caucasian	_____	_____
Other	_____	_____

II. Program Description

Numbers involved: Students_____ Faculty_____

Others, please specify:_____

Age range of students_____ Grades/Levels_____

Target Population or Audience (If a specific student group, please describe. If all students participate, please explain).

Program Goals or Objectives (use additional pages, if needed).

Major Program Activities.

Commercial or project-developed curriculum or supplemental materials. (Please list titles and publishers if commercial, authors if project-developed.)

In what school year was the program first implemented? _____

III. Staff Development / Training. Describe the content, processes, staff participating, number of sessions, and followup activities.

IV. Program Evaluation. Explain any evaluation the program has conducted and the results. Describe student and / or faculty effects. Attach reports, if needed.

V. Greatest Accomplishment. Describe one particularly successful program activity or its effect on specific students or faculty. Continue on back or on additional pages, if needed.

Thank you for completing and returning this form by December 4 to Gloria Dailey, TEA, 801 Second Avenue N., Nashville, TN 37201-1099.

Appendix B

TEA-AEL Conflict Resolution Programs Study group Telephone Interview Guide

Study Group Member:

Please introduce yourself to the contact person and explain that you are phoning to collect additional information for his/her school's case study to be featured in the TEA-AEL resource publication on conflict resolution programs. Ask if it is a convenient time to conduct the 10-15-minute interview and, if not, make an appointment and obtain the phone number for a return call. Please record responses as accurately and completely as possible, checking with your interviewee for clarity. Use the back of the page and additional sheets, if necessary.

The completed interview guide(s) become files for project completion. Please bring them to the next study group meeting, or send them to Karen Simon at AEL, P.O. Box 1348, Charleston, WV 25325, after we discuss the results during our December 11 conference call. Please review carefully all questions and each school's Program Description Form **before** phoning. Ask probing questions if you feel the need for additional information on any question. Note all responses.

A. Please describe how the conflict resolution program at your school was initiated. Whose idea was it? Were outside resource people or readings useful instigators? What were the steps in development of the program? Who was involved?

B. What classroom management practices have teachers found useful for conflict resolution? Has discipline differed because of the use of conflict resolution or peer mediation programs?

C. Were inservice or staff development sessions provided for teachers on conflict resolution? Are such sessions ongoing? (If interviewee responds with "yes," please continue.) What topics have been addressed? Who identified the topics? How useful have the sessions been? How have teachers used information from staff development sessions in their classrooms? Do faculty members conduct staff development sessions for your school or others? If so, on what topics?

D. How is the effectiveness of your conflict resolution program evaluated? What measures of success are most important to **teachers**, to **administrators**, and to **parents**? How do you know if the program has made a difference for **students**? Were pre- and posttests administered to measure changes?

E. Were the results of your conflict resolution program positive or negative? Can you highlight the results or changes in students with specific examples? Does the program meet the needs of your school/students? Were there any unexpected results?

F. How are community members and/or parents informed about the conflict resolution program? Are community members and/or parents involved in at-school or at-home assistance to the program? If so, please explain in what ways.

G. Can you mail to TEA some examples of agendas, samples, or other supportive materials by January 6, 1993? Provide the address for TEA (Gloria Dailey, Coordinator, TEA, 801 Second Ave. N., Nashville, TN 37201-1099).

H. What are the future plans for conflict resolution in your school?

Check the school address, phone number, and contact person information (including spelling) with your interviewee. Ask if there is any additional information to add to the responses, or if the responses need to be reviewed. Thank your interviewee for his/her contributions to the TEA-AEL publication for educators. Express appreciation for his/her time and useful ideas on conflict resolution.

If the interviewee has questions about the study that you cannot respond to, refer him/her to Karen Simon or Jane Hange at 800/624-9120. Each school described in the publication will receive a copy of the final document.